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Contributors to This Issue

ALAN BARTH is a member of the Editorial Staff of the *Washington Post*.

BARNET BASKERVILLE is Assistant Professor of Speech, University of Washington.

EVERETT HUNT is Professor of English and Dean of Swarthmore College.

WILLIAM T. LAPRADE is Professor of History, Duke University.

WILLIAM S. NEWMAN is Associate Pro-

fessor of Music, The University of North Carolina.

NORMAN P. SACKS is Associate Professor of Romance Languages and Literature, Oberlin College.

ARTHUR L. VOGELBACK is Professor of English, Mary Washington College of the University of Virginia.

QUINCY WRIGHT is Professor of International Law, The University of Chicago.

UNIVERSITIES AND POLITICAL AUTHORITY¹

By ALAN BARTH

The Washington Post

College professors and editorial writers have at least this much in common: we are both supposed to inhabit ivory towers. This is intended, of course, as a disparagement; it suggests that we are removed from reality. But I like to think, on the contrary, that we are assigned to these high places because it is the responsibility of your calling and mine to look a little bit beyond the horizon. Our common business is to challenge complacency. We are expected to look ahead, and to serve society as watchmen, and to provide some warning of approaching perils.

Now, I think that this rôle—which is a rôle peculiar to a free society—is threatened with extinction, that there is a design to level our towers and to change our function from challenging popular prejudices to mere reflection of them. And I think that we have an obligation to defend these towers as bastions of human freedom in general.

The beginning of defense is the recognition of danger. It seems to me that in the academic world today there is a widespread failure to face and to assess realistically the forces in American life which are now mobilized to extinguish academic freedom. Specifically, I think that many university professors and presidents are failing to recognize the real peril presented—to themselves and to the society they serve—by the current congressional investigations of their institutions.

There seems to be a widespread tendency to treat these investigations as minor irritations to be borne philosophically or as bridges to be crossed when reached with a little caution and circumspection. Not very long ago, for example, the Association of

¹ Address given on March 27, 1953 at the Thirty-ninth Annual Meeting of the American Association of University Professors in Chicago, Illinois, March 27-28, 1953.

American Colleges adopted a resolution in which it expressly declared that "the colleges should welcome any free and impartial inquiry" as a means of promoting popular understanding of the accomplishments of higher education.

A panel of the American Council on Education met fairly recently in Washington and split sharply, according to press reports, as to whether to welcome or deplore the congressional investigations of colleges and universities. A minority called upon educators to join in protest against the investigations as a threat to academic freedom. A majority, holding that there was nothing to fear from such inquiries, contended that educators could not claim "freedom of thought" for themselves while denying "freedom of investigation" to Congress.

And finally, the chairman of this panel, President Lewis W. Jones of Rutgers University, declared just lately, in a statement designed to justify his dismissal of two faculty members for declining to cooperate with just such a congressional investigation, that "public investigation of the universities is legitimate, and should be frankly met. It implies no invasion of academic independence."

II

I should like to lay before you as earnestly as I can the reasons why I am convinced that this attitude of "welcome" toward legislative investigations of universities is an utterly disastrous folly. It reflects—at least so it seems to me—a total misconception of the problem. In the first place, only the most absent-minded of college professors could suppose that in any serious sense the investigations would prove to be "free and impartial." The men conducting them have no intellectual competence for the undertaking; they neither understand nor care about the meaning of academic freedom. In the second place, the manner in which the investigations have been conducted makes it plain that their purpose is coercion; they are aimed at forcing the dismissal of individuals who have earned the committee's displeasure. It seems to me that they menace academic freedom, therefore, in the most direct and destructive way.

I have heard the policy of "welcome" toward these investigations of colleges and universities defended on the ground of the old adage that a soft answer turneth away wrath; and I have heard this defense buttressed by the argument that the great philanthropic foundations escaped censure by just this technique of meeting their congressional critics with open arms.

But I submit to you that it is a mistake to suppose that the philanthropic foundations emerged from their investigation unscathed because they emerged uncensured. It is true enough that at the conclusion of the investigation they were given a pat on the back by their inquisitors. But this affords no real measure of how much they will have to pay for this pat on the back in terms of submission and intimidation. They know now that if they want to be patted again when a congressional committee chooses to investigate them another time, they had better not give any more fellowships to Aaron Copland—or to any musician whose political opinions may be tinged with unorthodoxy. They know now that they had better not make any grants to colleges that keep "questionable" teachers on their faculties; a "questionable" teacher, you understand, is any teacher whom an investigating committee wants to question. They know now that they had better not appropriate any of their funds for research into political experimentation or social innovation of any sort.

The business of the foundations is to support unorthodoxy, to promote the discovery of new ideas, new talents, new challenges to authority and to accepted ways of doing things. And the test of how largely they escaped injury in their recent ordeal by investigation will be the vigor that they display in the years ahead. It will be a great loss to society if they are chastened and timorous.

Their situation reminds me somewhat of the old story about the two fellows who got into an altercation over a dice game. One of them whipped out a razor and made a violent swoosh in the neighborhood of the other's neck. The second fellow watched the first fellow put the razor back in his pocket and jeered, "Yah, you never touched me." To which the first fellow said, "That's what you think, brother. But just wait till you try to turn your head." I hope that the foundations will be able to turn their heads to the left as well as to the right in the years ahead.

III

I am convinced that the attitude of hospitality and welcome toward congressional investigations is a mistaken one, both in terms of expediency and in terms of principle. So far as expediency is concerned, it pitches the inevitable battle on the worst possible ground from the universities' point of view; and so far as principle is concerned, it gives away the essential moral basis of resistance to what is, really, a barbarian invasion of American intellectual life.

Let me set before you a few of the considerations which make me think that a congressional hearing—at any rate a hearing conducted under the prevailing know-nothing auspices—is a disadvantageous ground on which to fight the battle for academic freedom. It provides, to begin with, an atmosphere entirely unfriendly and unfamiliar to men of learning. It is an atmosphere in which the presentation of a considered and reasoned argument is virtually impossible. The presentation is bound to be incessantly interrupted by the explosion of photographic flash bulbs, by the movement of newspapermen and curious spectators, by the gavel-pounding of a chairman determined to exclude rationality from the hearing room, and by impertinent questions from members of the committee.

The notion that under such auspices it will be feasible to promote public understanding of what universities are doing and why they need academic freedom to fulfill their vital function seems to me completely naïve. Such understanding could be promoted only if there were a disposition on the part of Congressmen conducting the hearing to promote it. There is no such disposition.

It is perfectly clear that the discussion in such a hearing is not going to be about academic freedom. It is not going to concern itself with the accomplishments of universities or with the problems of promoting intellectual maturity among students. It will concern itself, as the investigating committee chairmen have made quite clear, with individuals. It will be a discussion not of principles but of personalities.

Thus these hearings will revolve around such questions as whether Professor A is a Communist because Louis Budenz says that someone told him that Professor A was believed to be a

Communist a quarter of a century ago. It will revolve around such questions as whether Professor B is subversive because he belongs or once belonged to organizations which have incurred the disapproval of the Attorney General or the House Committee on Un-American Activities. It will revolve around such questions as whether a particular college is communist-dominated because it allowed on its campus a visiting lecturer who denounced the Un-American Activities Committee. It will revolve around such questions as whether a university is Red because Allen Zoll doesn't like its textbooks or some of its teachers.

Out of this kind of inquiry and discussion can come only divisive controversy and confusion. No doubt some of the academic witnesses will respond to questions which seem to them impertinent and offensive with dignity and coolness and clarity. But some others, no doubt, will lose their tempers and talk foolishly. The committee, presumably, will be able to discover a few present members of the Communist Party on college campuses. They will doubtless also be able to discover a number of teachers who joined the Party years ago for respectable reasons, who got out of it years ago for respectable reasons, and who do not now choose—for equally respectable reasons—to make witnessing a career. Some of the professors in this category will seek the protection of the Fifth Amendment—mistakenly, in my judgment—in order to avoid possible prosecution or in order to avoid being required to give the names of persons who, like themselves, joined the Party innocently and got out of it long ago. Some will refuse to answer the questions of the committee on abstract grounds of conscience, pleading the protection of the First Amendment, and may find themselves cited for contempt of Congress.

IV

This is a point at which I should like to say something about the use of the Fifth Amendment as a means of avoiding acknowledgment of past membership in the Communist Party. I do not mean to attempt here any exhaustive discussion of its scope and protection in ordinary circumstances. I mean merely to consider its application to teachers in the special context of the current inquiries into colleges and universities.

When a committee of Congress hales a man before it and asks him if he has ever been a Communist, it impales him on one or another of the prongs of a trident. If the witness answers "yes" to this question, the committee is all too likely to insist that he identify individuals who were in the Party with him—a kind of degradation which any sensitive man might understandably desire to escape. If he answers "no" to the question, then the committee may hold over his head the threat of a prosecution for perjury based upon testimony calling him a former Communist by one or another of the committee's former—and professedly reformed—Communists. And if he refuses to answer the question at all, pleading the constitutional privilege against self-incrimination, the committee hopes to have his university discipline him by dismissal.

I submit to you that it is outright folly for any university to lend itself to this stratagem. I submit to you that it is an abdication of academic independence for any university to serve indiscriminately as the executor of punishments arbitrarily imposed by a congressional committee.

There is much force, I think, to the statement made by Dr. Barrows Dunham of Temple University, who, with frank defiance, recently refused to tell the House Committee on Un-American Activities anything beyond his name, age, and place of birth. The committee, in response, moved to have him prosecuted for contempt of Congress—an offense of which he may well be guilty. But this is a judicial question, involving nice points of constitutional law which Dr. Dunham is entitled to have tried in a court of law. If convicted there, he will be subject, of course, to punishment. Temple University, I think, should not have prejudged him; and it should not in the absence of compelling evidence have imputed disloyalty to conduct which was apparently undertaken conscientiously on grounds of principle. Dr. Dunham stated the principle in these words:

There is no question that Congress has the right, as it has the power, to investigate for legislative purposes. What I encountered last week, however, was not genuine inquiry but public defamation intended to extirpate from the colleges not disloyalty but dissent. I conceive that no act of mine could have better

displayed my loyalty to this country and its traditions than the course I followed last Friday.

Whatever Dr. Dunham's past may have been, whatever the merits and motives of his individual position—and without more knowledge I have no wish either to condone or condemn what he has done—it seems to me that he is quite right in the essential point that he has made—that the committee has been conducting not an investigation of universities but a purge of university professors.

The committee has devised a powerful instrument for this purge. The action taken by Temple University is not novel. Not long ago, Rutgers University dismissed two members of its faculty because they had invoked the protection of the Fifth Amendment in refusing to answer questions before the Senate Internal Security Subcommittee. Lesser institutions have cooperated with this committee or with the House Committee on Un-American Activities in the same way. Indeed, the latter was able to announce proudly not long ago that of 39 university professors who had availed themselves of their constitutional privilege against self-incrimination 37 had already been dismissed by their institutions.

For my own part, I think that teachers who plead this privilege are neither admirable nor astute. But if they are to be automatically disciplined for doing so, the committee will have developed a formidable method for determining the membership of university faculties—something which ought to be determined by the faculties themselves in a free society. If the colleges and universities of the United States allow this system of selection to go on, they will have effectively shifted the fulcrum of control from their own hands to the hands of the United States Government.

Universities, and the individual members of the faculties, have, of course, a duty of respectful cooperation with any duly constituted congressional body. But this duty does not require of them blind obedience. They have a duty also to their own values which obliges them to judge each case individually on its individual merits.

V

Now this brings me around to the second basis on which I

believe a college "welcome" for these investigations to be tragically mistaken. It is mistaken, I am convinced, in terms of principle, as well as in terms of expediency. It is mistaken because it does violence to the fundamental principle that institutions of higher learning ought to be independent of the government in the same way, and for much the same reasons, that the church and the press are independent of the government. They cannot make their vital contribution to a free society if they are subject to political control.

Of course, I am not questioning the legal authority of Congress to investigate institutions of higher learning. I do not, for that matter, question the authority of Congress to investigate the church or the press, despite the constitutional limitations on legislation in these spheres. Congress has plenary power—and must have such power—to look into any area of American life. But to say that Congress has power to investigate is not necessarily to say that this power ought to be exercised. In my own view, it ought resolutely to be eschewed in regard to universities—at least when the aim and tendency of the investigation is coercive.

One function of institutions of higher learning in a free society is the propagation of unorthodoxy. Their business is to produce men and women who will question inherited values and challenge constituted authority.

Professor John L. Mothershead, Jr., of Stanford University, was quite right, I believe, when he said in a recent issue of *Educational Record*:

... there are persons in this country who speak as if they wanted to produce American robots who could safely be granted civil liberties because their minds would be limited to ideas certified as safe by various investigative committees and censors at the Federal, State, county and community levels. These persons do not seem to understand that what they advocate is really a complete spiritual capitulation to communism.

The notion that religion, the press, and the universities should serve the State is essentially a Communist notion. Government control of these institutions is a distinguishing characteristic of every totalitarian system. In a free society, these institutions must be wholly free—which is to say that their function is to

serve as checks upon the State, as devices for keeping governmental authority within appropriate bounds.

A free society differs from a totalitarian society in that its government is one of limited powers—and limited jurisdiction. There have always been important areas of American life which have been left to private regulation—higher education among them. The administration of State universities has generally been delegated to boards of regents, responsible ultimately to State legislatures but never to the Federal government. The administration of America's great privately endowed universities has always been in the hands of boards of trustees, self-perpetuating or elected by the institution's graduates.

And these have been, on the whole, sober, conscientious, and capable governing bodies—in no need whatever of congressional supervision. Generally speaking, these boards can be confidently relied upon for patriotism and sound judgment. For my own part, as a loyal Yale alumnus, I had rather by a good deal see my alma mater governed by Robert A. Taft in his capacity as a member of the Yale Corporation than by Robert A. Taft in his capacity as a member of the United States Senate. In the former capacity, it seems to me, he is much less likely to be swayed by partisan or other political considerations.

VI

If American universities are to remain free, they must also remain independent. They cannot afford to compromise their independence.

If they "welcome" congressional investigation today, they will end by embracing congressional control tomorrow. If they let a congressional committee purge professors now, they will eventually let it control curricula. The seeds of ultimate surrender are sown inexorably in seemingly trivial and innocent concessions. Let me quote to you the solemn warning on this score expressed in a leader in *The Times* of London more than a century ago:

The greatest tyranny has the smallest beginning. From precedents overlooked, from remonstrances despised, from grievances treated with ridicule, from powerless men oppressed with impunity,

and overbearing men tolerated with complacency, springs the tyrannical usage which generations of wise and good men may hereafter perceive and lament and resist in vain. At present, common minds no more see a crushing tyranny in trivial unfairness or ludicrous indignity, than the eye uninformed by reason can discern the sap in the acorn, or the utter desolation of winter in the first autumnal fall. Hence the necessity of denouncing with unwearied and even troublesome perseverance a single act of oppression. Let it alone and it stands on record. The country has allowed it, and when it is at last provoked to a late indignation, it finds itself gagged with the record of its own ill compulsion.

The record of the current investigations into colleges and universities has been a record of "powerless men oppressed with impunity, and overbearing men tolerated with complacency." It is a record which we can review only with a sense of shame.

But it is not too late, I believe, to reverse it and to make an effective defense of intellectual freedom and academic independence. Let us begin now to mobilize the great, untapped reserves of devotion and good will which the universities possess. Let us carry the battle outside the rigged hearing rooms of the congressional committees and appeal to the alumni associations in every city and town throughout the United States. Let us appeal to the pride of the American people generally in the great, free institutions of learning which they have built and maintained.

Let us tell the alumni groups that alma mater is imperiled today by men who wish to make her over in their own image and to set upon her the stamp of their own limited and warped mentalities. Let us appeal to them to defend their own loved college—and to defend at the same time the whole great American heritage of intellectual liberty.

Let us turn to the trustees of our institutions of learning and remind them what it is they hold in trust. They are trustees of something more than a collection of buildings and football stadia and other physical assets. They are trustees of a tradition. And now is the time for them to redeem their trusteeship.

Let us seek the support of the American people by explaining boldly and clearly the meaning—and the social utility—of academic freedom, by making them understand that academic freedom is not a privilege or indulgence extended to teachers for their idle

enjoyment but an indispensable means of assuring society that teachers will be able to fulfill their vital function conscientiously.

The battle is joined; and none who chooses to call himself a teacher may now be laggard. From our ivory towers, we can see this battle—and see what it portends. Our obligation is to warn our countrymen of the danger that confronts them and then to close ranks and fight as toughly, as resourcefully, as resolutely as we can. We shall be fighting for much more than freedom for ourselves. We shall be fighting for the whole of human freedom.

THE DEAN AND THE PSYCHIATRIST¹

By EVERETT HUNT

Swarthmore College

A Dean by origin and tradition is an ecclesiastical official connected with a cathedral of the Church of England. He is subordinate to the Bishop, whose energies are more properly reserved for spiritual concerns. The Dean is responsible for the fabric of the cathedral, for the proper conduct of ritual, for the relation of the cathedral to the immediate community, and for all the agencies through which the spiritual authority of the Bishop is expressed. Occasionally, in the absence of the Bishop, he rises to high spiritual themes, and may even preach the sermon. He should be capable of this without seeming to be too obviously absorbed in material and mechanical details.

It was a natural historical development that colleges and universities should have taken over much of ecclesiastical organization, and as long as their purposes were fundamentally religious, the analogy between the President and the Bishop, the Dean of the College and the Dean of the Cathedral was fairly close. In so far as the College dean is a traditionalist, he is a symbol of authority that comes from above. He represents the ideals of our Puritan forefathers, of the religious organizations that have maintained so many colleges in this country, of the established communities in which the colleges are situated, of the parents who wish their children to assume their proper place in a well-ordered society, and of alumni who have grateful memories of the dear old dean who rebuked them sternly but lovingly when a boy and a girl rode recklessly down the campus hill together, two on a sled.

¹ A paper presented in a symposium on "The Dean and the Psychiatrist," held in connection with a meeting of the National Association of Personnel Administrators in Colorado Springs, Colorado, in April, 1952. The other participants in the symposium were: Mr. Francis Bowditch, Dean of Students, Massachusetts Institute of Technology; Dr. Dana Farnsworth, Medical Director, Massachusetts Institute of Technology; and Dr. Bryant Wedge, Assistant Director of Student Health Service, The University of Chicago. This paper is published through the courtesy of the author and of *Mental Hygiene* (April, 1953 issue).

Intellectually, the dean's traditions are with the faculty. He has usually gone through the selective processes of the Ph.D, he is acquainted with research, he knows the pride of a department in its successful students in the graduate schools, he has usually taught long enough and well enough to be treated with kindly condescension about his lapse into administration. He may descend from philosophy or engineering, literature or physics. He has been selected for personal qualities rather than professional training. He has strong sympathies with the faculty in their belief that intellectual training is the first purpose of the college, and that disturbing elements in student life are to be taken into account if and when they seem to interfere with the work of the intellect. But the dean is a strong character if he can long observe students, parents, and alumni and maintain his faith that the college produces its chief effect through the intellect. Whatever his creed, he must stand up to all the questions of the critics of the college. Why has this Utopia, this Garden of Eden, where only well-qualified students are permitted to enter, where carefully trained teachers pour out knowledge and learning, where the wisdom of the ages is available in libraries, why has this Utopia allowed the serpent to enter? Why do so many students resist everything but temptation? Why do they offend their elders by bad taste, bad dress, vulgar displays of affection, insolent defiance of long cherished beliefs, strange and hot radicalisms, violent assertions of independence, impatience with all distinctions of class and caste, race, and religion? Why do so many, in their private lives, seem so full of divided aims, hesitant purposes, insomnia, and youthful melancholy?

Some deans will find the answer to all this in the decay of traditions, in the loss of moral fiber, the decline in parental responsibility, the paternalism of government, and the general state of the world which youth is about to inherit; they will strengthen their public exhortations, stiffen their rules, and call for a revival of religion. All this will naturally raise questions about the responsibility of the dean for morals and morale. These responsibilities are the subject of troubled discussion at deans' meetings, and from many questionnaires have evolved many papers on the fifty-four duties of the dean. For the purpose of this discussion we shall

include only his inevitably moral duties of selecting students, advising them, and rewarding and punishing them.

II

The dean's office is ultimately responsible for administering whatever admissions policies are agreed upon by the board of trustees, the faculty and the administration. The college standards of work and conduct are probably more largely determined by the character of the students accepted for entrance than by rules or requirements imposed afterward.

After the student has begun his college career, the dean's office attempts to organize the advice, the rewards, or the punishments bestowed upon him according to his condition. The first advice is likely to concern the selection of courses, their relation to his widening intellectual horizon, and to his possible future profession. Later he may be troubled by mistakes in his first choice of courses, by failure to achieve satisfactory grades, by difficulties in human relations, by problems in the selection of activities for participation in community life, and by changing ideas about the choice of a career. Much of the advice of the dean's office also concerns organizations and rules. The dean is concerned with faculty rules, house rules, fraternity regulations, constitutions for social and political organizations, literary and artistic groups, and the increasingly powerful student government.

Students who have been conspicuously successful in this closely knit academic and community life are rewarded with membership in various honor societies, with inclusion in deans' lists, with special awards and prizes, with scholarships according to their achievements, their needs, and the college resources, and with reasonably accurate and complete recommendations to graduate schools, to future employers, and to the F.B.I. Students who are unsuccessful in their work or their human relations, or whose conduct is unacceptable, are advised or warned, put on probation, and when necessary, dropped. Their records and recommendations constitute a special difficulty in presenting a truthful account which allows for adolescent changes and future possibilities.

It is obvious that great differences of spirit may prevail in these processes of admitting, advising, rewarding, and punishing. It is

still possible, perhaps, for an authoritarian personality to dominate all these situations with the strength of his convictions, especially if he has a small, closely knit community supporting him. But the authoritarian dean is becoming more and more of an anachronism. All policies for admitting, advising, rewarding, and punishing are highly controversial, are profoundly influenced by climates of opinion, by conflicting human values, and by the democratic belief in general community participation.

The admissions policies and procedures, for instance, are the subject of continuous debate at educational meetings of school principals, headmasters, college presidents and admissions officers, testing authorities, and national groups for fighting discrimination. There are also the constant unofficial criticisms from parents and alumni. The general theories, the administrative processes, and the results are subject to continuous examination.

Student advising is now the subject of an extensive literature. The faculty advisers appointed by the dean are criticized as not knowing enough beyond the confines of their own specialty, as insufficiently interested in their students, as overworked by their own teaching and research, as in general doing an indifferent and amateurish job in a situation which calls for professional training.

Students ask to be included among the advisers, and in some cases have been conspicuously successful. Subdivisions in guidance counselling appear, as for instance, the academic counsellor, the personnel worker, and the vocational guidance expert, the speech and remedial reading clinicians, and there are here, of course, the usual dangers of overspecialization.

The methods of recognizing and rewarding the successful, which would seem to be the easy and grateful part of a dean's concerns, have their complications, too. The dean's list is assailed as producing too much academic competition, as having a frustrating effect on those not so recognized. Honorary organizations have their standards and their usefulness assailed. Students dare not wear their medals, and there are revolts against keys of all sorts. Honors once highly prized are viewed with amusement by the next generation, and a new consideration is given to the effect of honors on the unhonored.

Probably the greatest changes have occurred in the area of pun-

ishment, or the enforcement of rules. The regulations to be enforced change with such rapidity that students like to publish rule books with humorous footnote references to the quaint and absurd ideas of ten years ago. It is a little difficult to evade the implication that time will soon make today's rules quaint and absurd, and there will always be students to insist that the College is a full generation behind the times. Not only do the rules change, but attitudes toward violators change. Even the college freshman is very sophisticated psychologically today, if only from newsstand articles, and he is much more interested in why any rule or custom has been violated than in what is to be done about it. "Why shouldn't his roommate get drunk?" he asks indignantly, "His father wants him to study medicine!" The dean may be the chairman of the disciplinary committee, but the students are well represented and they are likely to challenge any rule and to explore sympathetically and philosophically every motive for violating it.

In all the principal functions the dean is asked to perform, the authority of tradition is questioned, the authoritarian personality arouses revolt, the democratic method compels careful consideration of conflicting views of different elements of the college constituency, and the problems have to be solved in the light of a scientific but sympathetic comprehension of human behavior.

III

If the dean had been appointed as a trained psychologist he might take all this as a matter of course, but he still retains many of the characteristics of the constituency that appointed him. He is very likely to see his problems arising from a wicked failure of the students to conform to rules of conduct based on experience, reason, and religion. He is prone to view the offender with righteous indignation; if the sinner only would, he could examine his mind and conduct with his reason, and change himself by using his will. It is this conviction about the power of the will that makes him scrutinize with care the psychological approach. The psychiatrist, he has heard, has a naturalistic view of human behavior; he has been accused of being more concerned with biological origins than with ideal destinies. He may explain why a student acts as he does, but he seems very slow in bringing about decisive reforms;

his theories of the unconscious seem to undermine his faith in the freedom of the will; what place is there in the psychiatrist's technique for looking a student in the eye and telling him that he can and must straighten up immediately? If a distinguished psychiatrist can be quoted as saying that the best wisdom for living is to be found in the Sermon on the Mount, there would seem to be no reason why a dean should not quote and apply that source of wisdom as occasion arises, and do it after his own manner. But here our dean had some qualms. He had often felt that he was attempting some degree of control over a generation that did not speak his language; he had even come to wonder if the Sermon on the Mount was outdated. If the psychiatrists were now taking it up, he thought, it might be that they had some new manner of applying it. He had loved to quote the Sermon as a means of bringing about a conviction of sin. He had laid it on from above, with a demand for repentance. But he understood that psychiatrists, within the limits of their science, did not apply anything from above. Apparently the method was to gain as complete an understanding of the individual as possible, and lead him to an insight that grew out of his own experience. As old as Socrates, he thought. But this, perhaps, was the meaning of a new phrase that he had not quite understood—the progress from authority to therapy. Perhaps it was not so much abandoning ancient values as abandoning the methods of enforcing them. Perhaps these values would be espoused anew by each generation with less revolt if they grew out of a more complete and understanding interpretation of experience. Here was a basis for cooperation with the psychiatrist and it was not a surrendering of values, but a turning to a student of the bases of human nature for more effective techniques of realizing ideals.

With what he hoped was a new insight, the dean reviewed his work to see where the advice of the psychiatrist would be most useful. If such a consultant were added to the regular health staff, he could be available to advise the dean informally on many questions of policy and practice. He might meet with faculty and student advisers, with the disciplinary committees, with committees on admissions, and he might lecture to groups of students as well as handle individual cases.

In the admissions process the questions which the schools answered least satisfactorily about their candidates concerned emotional stability. In many cases there was no guidance officer who was trained to give a dependable appraisal. Even in the cases where a full, frank, and adequate account was given, the decision was difficult and required expert advice. A practical guide was the record of the student's activities. Participation in student government, in athletics, in group undertakings generally was a pretty safe indication of stability, although the increasingly conscious competition for school leadership was producing many young politicians who were early learning the techniques of riding any cause to prominence, and whose egotism made their leadership of questionable social value. The top ranking students who perhaps compensated for their social deficiencies by intellectual achievements might later serve society more effectively than some students with immediate and striking "command presence." What proportion of such students would contribute most to the mental health of the community? How equate intellectual stimulus with warm human qualities in producing the best educational atmosphere? Beyond this, there were always the "queers" and "creeps" among the applicants, the brilliant rebels against curricular requirements, social conventions, and all current mores. How many of them were helpful in counterbalancing the pressures for community conformity? How many of them would really be benefited by a college experience, how many would benefit the college, and how many would break down and have to be sent away? These questions are most sanely answered in the give and take of committee discussion, but the advice of the psychiatrist would be helpful in both general policies and individual cases, in advising on the techniques of interviewing, in collecting and interpreting case histories, in bringing to light significant family relationships, and in resisting the pressures to accept unstable individuals at too great a price to the community.

IV

In turning to the advisory functions of the dean, the extensive literature on the subject makes it unnecessary to do more than recount some of the experiences which led one dean to the conviction that the advisers themselves need more expert advice.

Starting with elementary routine, faculty members report at mid-term the students who are failing in their work, or who seem to be dangerously low—frequently with illuminating comments. These lists will usually contain about one-fourth of the entering student enrollment as having serious difficulties with from one to three or four subjects. The list is studied with reference to secondary school records and aptitude scores made in the College Entrance Board examinations, and it is usual to find that well over half of these students have superior ability. The search for causes of failure proceeds through teachers, faculty and student advisers, dormitory proctors, athletic coaches, and culminates in conferences with the student himself. The record of low academic standing brings with it all sorts of problems, extending far back into the student's past, and affecting all his human relationships.

There are the students struggling against parental pressures toward particular professions, frequently medicine, law, or engineering. Others have no profession in mind but have little interest in studying anything unless they can see immediately where it will get them. With such students early vocational motivation seems to be a necessity. A curriculum designed to explore various areas of knowledge has no appeal to them, but if tests can show them an unsuspected aptitude they will follow the clue contentedly and often energetically. Others may have developed an enthusiasm for the laboratory along with the pleasures of tinkering with the radio and the family car. This, however, often proves to be only a passing phase of their development, and with a loss of interest in laboratory science goes a loss of security in a job, and the readjustment is painful.

The shocks incurred in courses in philosophy, psychology, and literature, which are often discussed as serious intellectual difficulties, are not usually upsetting unless there has been a disturbed personality before, but the students who assign their disturbances to philosophical ideas have to be met on the intellectual level; they often deeply resent any suggestion that their past development needs to be examined psychologically. If they must give up their early quest for certainty, a whole new motivation must be established to support any quest at all.

The young writers very frequently have academic difficulties.

They often view the curriculum as furnishing either models or materials for creative writing. They expect to transform any material they may absorb into their artistic creations; any knowledge that does not seem to have such possibilities they reject. Examinations are inflexible, objective, and repellent; they ask themselves whether a college degree is worth such martyrdom. Their unhappiness is often increased by a sense of loneliness and isolation. They have a contempt for many of the interests and activities of their classmates, but feel their own lack of participation as keenly as if they really wanted to be presidents of fraternities.

Youthful melancholy and depression are especially common among the exceptionally able students. It would require a treatise the length of Burton's seventeenth century *Anatomy of Melancholy* to discuss their causes adequately. A few examples will illustrate the problems that come to the dean's office. A boy who thought he came to college to construct a theory of the universe hastily concluded that his courses were irrelevant and left college in despair. A very able student with A and B grades thought his professors were in a conspiracy to fool him, and that they would tell him the bitter truth about his lack of ability just before time for graduation. A student who felt his loneliness heightened by the hurly-burly of dormitory life and the gaiety of college dances withdrew to build himself a den and workshop in his father's barn. The lad who had a passionate desire for all experience, and who could not carry out his devotion to the fine arts because of his anxiety about his neglect of physics, had to be hospitalized. An able young scientist, overconscientious about his work, was seized with a feeling that he was not worth his space in the laboratory; the feeling became so acute that he went to the infirmary, drank poison, and went to the dean's office to tell him that he wouldn't be in the way any more. Luckily the stomach pump was successful. A girl involved in a triangle eliminated herself by jumping in front of a train just after she finished reading *Anna Karenina*. Such cases seem to be adolescent problems of college life, but they all have their roots in childhood years. These students usually regard themselves as unique and misunderstood; they could gain much from a general study of the bases of personality, and from the individual help of the psychiatrist.

A much larger group of students, with more fighting spirit, express their rebellions, repressions, and frustrations through a fierce determination to reform the world immediately. Most of these students come from a comfortable and prosperous background, and very often from a home where one or both the parents have achieved a conspicuously successful place in society. Literature, of course, is full of examples of dominating parents and rebellious children, but writers usually manage their conflicts artfully and dramatically enough to make a somewhat tragic ending seem inevitable. They also, perhaps unintentionally, give the impression that these are exceptional cases. Only one who has followed some such routine as interviewing parents and children before college entrance and during the college years has an idea of the amount of pent-up rebellion against fathers and mothers, and can understand the attractiveness of any ideas which justify the individual in revolt. Many of these students when at home have had to suffer in silent resentment. In college they form their opinions in the company of their own age, and, confident of support, they suddenly become highly articulate. The parents then wonder what the college is teaching and what their children are allowed to read. An angry father came to the college to complain that his son was showing an interest in Communist literature; he admitted that the boy had been a natural rebel from an early age, that he had seemed to hate all the conventions of the circles in which the family moved, that he had been unwilling to spend a summer at home since he was fifteen, that he had rebelled against every boss in every job and against all the officers in the Army, but the father wanted to start an investigation of the boy's major department to find out who permitted him to read Karl Marx.

These young leaders of revolt are often outraged if it is suggested that they seek compensation for their personal disappointments in the exhilaration of joining mass movements; they will deny this while pouring out a not always unjustifiable scorn upon the "contented cows" of the fraternities, who have found life comfortable enough in achieving their ends by conforming to the amenities. They enjoy conspicuously informal dress on formal occasions. They know how to dress in the most sophisticated fashion when they care to do so, and they resent appeals for a greater conformity as mere

trivia when the world is so full of injustices that ought to absorb the attention of their elders. It seems merely evading the burning issues of modern life to suggest that a worker for social justice might be more effective if he were well mannered and well dressed.

Another challenge to the dean and the constituency he represents comes from the questions that arise concerning the relation of the sexes. A recent student editorial complained that the only advice an administrative officer had about sex was "don't." A mother complained that her daughter had been asked by her teacher to read contemporary novels, but that when a companionate marriage had been experimented with the couple had been dismissed. It was suggested that the college authorities should either ban all contemporary discussion of sex from the campus, or that advanced ideas, whatever they are, should be officially adopted as the approved practice of the college community. Students ask the dean if he has read the Kinsey report and what he thinks of it. They ask why the institution of chaperonage should be continued when it is so easily and constantly escaped. They ask why the social life between the sexes should be so constantly herded in large groups when their desire is to be alone in a room together, to listen to records, to discuss books, to get away from small talk and to share together all their generous ardors. These privileges, some of them say, they have had in their homes with entire approval; why should dormitory rooms—the student homes—be sealed against visitors of the other sex? Why should women have to sign out when men do not? Why should not college men and women be given the wisest possible instruction connected with dating and mating and then be left to take care of their own relationships, with a recognition of their right to be alone when they please? They point to the rules of twenty-five years ago and ask if we shall not be just as ridiculous twenty-five years hence. They quote from cultural anthropology and ask what eternal sanctions support the Puritan traditions. They express their affections on the spring-time campus in a free and casual way which suggests a complete lack of concern about the presence of others and a pagan light-heartedness about it all.

And yet with all this brave assertion of their entire ability to take care of themselves, they are often deeply troubled. They

have not achieved freedom from their possessive instincts, they are hounded by jealousies, and they find that some of the old restrictions have as deep a basis in their instincts as the desires that lead to the new freedom. The flame of idealism burns brightly as ever, and love does not seem to be love if it does not promise to last forever—"bear it out even to the edge of doom." How can these passionate desires of college years be free from the cold damp of caution and convention and yet lead to the fulfillment of happy and responsible family living? What experiences, or lack of them, can the dean really recommend?

Obviously the questions that must be answered in the course of the counselling processes cover a wide range and demand a combination of common sense with a variety of specialized trainings. In the general coordination of the efforts to apply some collective wisdom to the problems of the student, the dean represents the institutional point of view, but he should learn a great deal from the psychiatrist about individual patterns of behavior.

V

Now to turn to the remaining functions of the dean's office, rewarding and punishing: as has been suggested, many of the rewards in college life are in the hands of traditional organizations that are beyond the dean's sphere of influence, although he inevitably has to deal with many of the problems they create. Elections to honorary societies such as Phi Beta Kappa and Sigma Xi are usually in the hands of the faculty, and their awards are probably as just as they ever can be. Students protect themselves very readily from an inferior status, however, and are quick to point out the limitations of the honored scholars with such questions as "Who would want to belong to that group?" Such questions may be unjustified defensive rationalizations, but they suggest that conspicuous rewards do not compel automatic admiration. The same responses are provoked by deans' lists and distinctions between honors and pass students.

The honors bestowed by the students themselves affect greater numbers and raise some of the same questions. Certain types of elective honorary organizations have flourished with selective practices of refined cruelty, and with traditional mumbo-jumbo cere-

monies that now arouse the ridicule of undergraduates: they are being transformed or abolished after vigorous struggles with the Alumni. The fraternities and sororities reward those who seem to have a due regard for the amenities, who are pleasantly companionable, and who seem to promise additional strength to their organization by a successful career. When the tense rebelliousness of many students is considered, it seems there should be a legitimate function for some such campus institutions dedicated to relaxation. How much fraternities add to the sense of frustration among the nonmembers is hard to say, but there is a notable bitterness in many nonfraternity members who organize to fight race discrimination, economic injustice, and current political abuses. People at ease in Zion are always offensive to the prophets, and it may be that fraternities do not greatly change human traits. Very probably no one type of social organization can be best for everyone, but the College has some obligation to see that its community rewards are not so organized and administered that the struggle for prestige results in immature behavior and false values. Here the social psychologist may cooperate with the psychiatrist and the dean in working for the mental health of the community.

It is in the area of punishment and discipline that the psychological point of view has most changed the authoritarian procedures of the dean. Even without a psychiatrist to advise him, the students, in their self-government and discipline committees, have let him know how impossible some older approaches have become. The dean is often puzzled by the sternness with which the administration and faculty are viewed as natural foes, and by the contrasting sympathy, understanding, and loving kindness which the students show for each other. In the case of conflicting roommates, for example, students are very generally long-suffering and tolerant, and will endure extremes of mental cruelty before asking for a divorce. The pleasure in speculating upon how the roommate got that way often seems to outweigh the inconveniences of his behavior. This general approach is carried over into nearly all cases of discipline. The question "Why did he do it?" must receive exhaustive answers before any attention will be turned to what should be done. And in answering the first question the students amaze the dean with the extent of their information, the

fertility of their imagination, and the depths of their sympathy with their fellows in their struggle against an outrageous world. In general they agree with the popular journalist who regarded the basketball players recently convicted of throwing games wholly with pity as the victims of a society which had made young men want money.

There is not space here to debate the issues between the authoritarian and the therapeutic approach; the practical situation that confronts the dean is that the disciplinary procedures have been so democratized that they must rest upon the approval and confidence of the student body. This means that all rules are subject to constant discussion and revision, and that there must be a flow of information to the disciplinary bodies to prevent the growth of a tradition of violation of rules, as apparently happened at West Point. If this information is not to come from a resented "spy" system, it must come from a broadly based counselling procedure which commands general support because of its obvious benefits. These benefits must flow from understanding of the individual and his development, and from help which is given to the student through the processes of his own insight. Thus we are back again to the psychiatrist. From him directly and indirectly (including the cooperation of the medical services, clinical psychologists, social psychologists, and common sense counsellors) must come an increasing understanding of the bases of personality and human behavior throughout the whole college community. With such an ideal understanding, of course, there would be little need for discipline and punishment. But short of perfection there will be a need for some rules and for some method of dealing with violators.

The dean will tend to moralistic judgments in the name of justice, and the psychiatrist will want to produce insight. The two views will be reflected and will temper each other in the disciplinary committees. In cases of cheating, for example, there will be general agreement that it should be eliminated as far as possible and that some form of punishment should be given to the individual offender. But punishment will not be enough. The eradication of cheating is a complex community effort. Faculty members carry a heavy responsibility in their methods of teaching and examining. There should be a healthy pleasure in learning, some sense of

achievement beyond rote memory in an examination, and a respect for teachers and classmates based upon a real acquaintance with them.

There will be similar agreement about the social undesirability of stealing, and a shocked feeling that anyone in dear old Alma Mater should stoop so low. But stealing is a pretty constant offense in all economic, social, and intellectual levels of student life. Case studies of college thievery show the offenders to be motivated by an unbelievable complex of early maladjustments and to require a wide variety of treatments. Here the dean is often faced with a direct conflict between the individual and the community. It is usually best for the individual to remain a respected member of the group while attempts are made to give him insight, but the interests of the community may demand his prompt removal. Here again, punishment is not enough, and parents should be advised in detail about their responsibilities for some further treatment.

In cases violating rules about sex and alcohol the situation is complicated by continuous disagreement over changing mores, and by the fact that the greatest distress to individuals may result from situations where no rules have been violated. There is no rule against falling in love, or against drinking off campus, as long as it does not result in drunken behavior. A simple dean might enforce to the letter all the rules keeping men and women out of each other's rooms, or observing hours, or keeping alcohol off campus and still have a student body deeply disturbed by sex and drink. Here the dean's territory is like the one-tenth of the iceberg floating above water; the psychiatrist deals with the submerged nine-tenths. And he must deal with it largely in terms of professional confidence. Successful treatment demands that conduct which may violate rules and shock the dean and his public must be kept hidden while being analyzed without suggestion of moral disapproval. The contrast between this and the punishment given known offenders inevitably tends to make rules seem arbitrary and artificial, but some rules of behavior must be agreed upon and enforced with some regularity if the college community is to have the approval of society in general.

VI

Thus far in the discussion of the processes of admitting the stu-

dent, advising, rewarding, and punishing him, nothing has been said of the curriculum of studies, which is, after all, central in the purposes of the college. Viewing it here from the single aspect of its effect on the student's emotional life, it obviously may fill him with object interest, give him new enthusiasms, and spur his ambitions. In a somewhat negative way it may at least, in the language of Cardinal Newman, "take the mind off itself, expand, and elevate it in liberal contemplation, parry the assaults of moral evil, and keep at bay the enemies, not only of the individual soul, but of society at large."

So far as the curriculum is a frustrating experience for normally active and intelligent students, it is often so because it is in the hands of specialists who have little concern for the human aspects of education. Interest in the field is taken for granted, and if it is not there, so much the worse for the student. The revolt against the curriculum of the nineteenth century was against the limitations of classical and ecclesiastical prescriptions. The revolt in the twentieth century has been against the dominance of specialists with little centrality of purpose and a consequent disregard for human interest. The specialists have been thorough, zealous, and have created an astonishing growth of knowledge, but they have left many students uninterested and suffering from a sense of the futility of all knowledge.

This revolt in the colleges against the specialist has taken four somewhat different forms, and the comment here is limited to the effect produced or sought in the emotional life of the student. A student-centered curriculum has been especially developed at Sarah Lawrence College. Here there are no uniform requirements. A student with his faculty adviser selects the courses that seem best suited to his interests and abilities. Further, each professor tries to adapt his material to his students and their purposes. His aim is not so much to lay the groundwork for future specialists as to speak always to their condition. He must therefore know them, and this is really possible only in the small college. The end sought is the alert, interested, creative individual who selects from the fields of knowledge what he desires to assimilate. If he differs sharply from his fellows, all the better. Individuals have been created who will solve their own problems in their own ways.

At the opposite extreme from this is the curriculum of the "model" university as developed at the University of Chicago. Here the revolt is not so much against the inhumanity of the specialist as it is against his insignificance. Centrality of purpose is to be restored at whatever human cost. The university, according to Mr. Hutchins, never asks what is good for individual students, but what is good for all students. Its curriculum is composed of the master works in the traditional fields of knowledge, and a student proceeds on his individual initiative to pass as many examinations as he can as rapidly as possible. His personal manners and morals and general stability may be left to the church and the home; his progress at the university is to be measured in intellectual terms. Students who have a thirst for the mastery of great books, and a reasonable respect for the wisdom of the past will find great emotional satisfactions in such a curriculum and will be sustained by it. Those who lack sufficient maturity to relate their own concerns and purposes to the books which are for all time will have to find their satisfactions elsewhere.

Two other types of curriculum lie between these two extremes. The third type pays little attention to fields of knowledge or to the traditions of their development, but asks what students need to know in order to fulfill their obligations as citizens—to care for their health and that of their families, to understand the problems upon which they are to vote, and to speak and write persuasively upon them, to have at least a minimum knowledge of the physical world in which they live, and to have a vocational skill in earning a living. This is sometimes called general education for participating in the democratic process, as opposed to the older and more aristocratic tradition of liberal education for leadership. All through the curriculum is a constant concern for the problems of daily living. This curriculum has been evolving chiefly in large universities with many students who do not care to follow abstract studies. For the general run of these students such a curriculum will provide real significance and satisfaction, to say nothing of the public benefits.

A fourth approach emphasizes the unity of the learned community. Its courses are largely prescribed in order to assure the ability of scholars to talk together with the understanding that comes from

a common background. The principal areas of traditional and contemporary learning are selected, and no student may completely ignore any of them, even if interest has to be compelled and discipline invoked. His own interests will probably be the basis for future specialization, but in the early years, at least, he is to acquaint himself with disciplines which may never interest him. The college in this case may accept a substantial responsibility for the adjustment of the individual and may attempt to achieve it by a large measure of self-government in the community life, by a somewhat supervised extra-curricular program, and by an active group of counsellors.

Each of these curricula has been developed by an eager group of educational reformers in the hope that it will absorb the energies of students and produce well-educated men and women. Each curriculum has remedied glaring faults in preceding educational methods, and has usually produced new ones. Students are being both excellently and badly educated in all of them. A large number of the students can adjust themselves to the curriculum and social institutions of almost any college. If they have strongly marked preferences they can select the school which, upon investigation, seems most likely to be a spiritual home.

VII

Neither the dean nor the psychiatrist will want to remake the college for its misfits, nor hold the curriculum too strictly accountable for student faults in temperament and personality which have been developed in the precollege years. Their most useful service will be to increase human understanding and insight among faculty and students, whatever curriculum may be adopted.

Two lines of approach seem most promising. The first is the development of an adequate counselling system. Only trained counsellors will be likely to understand the dependence-interdependence struggles of adolescents, and the necessity for varied approaches according to temperament and personality. In smaller institutions at least, faculty members should have a large place in the counselling, chiefly because of the added understanding it will give them of their students in class and out. But it cannot be

taken casually, or imposed as an added burden. Probably one or two clinical psychologists should be in the group. Considerable prejudice and misunderstanding will be encountered, but by meetings and discussions of cases this may be overcome. If a group of faculty counsellors could be brought to understand the problem of their advisees, and to follow them sympathetically, it would affect the whole spirit of learning in the college, to say nothing of the benefits in particular cases.

Student counsellors in various capacities, hall presidents, proctors, and members of various committees will have less initial prejudice and inertia to overcome. They may suffer from an excess of zeal, but they have qualities which more than atone for these faults, and through their training for their work will greatly increase human understanding.

Enough case histories are now available from the publications of college counsellors to result in some generalizations which should be of central importance in the daily living of students. Such generalizations, supplemented by discussion of case histories, by established knowledge of the bases of human nature, held in focus by questions arising from the habits and attitudes of the particular college class or group, might well form the basis of a course which should be in the curriculum, but which should have certain distinctive qualities. It should not be purely academic, it should be freed from too much formally prescribed content, it should not place great emphasis on the final examination or grade, it should carry college credit toward graduation if not toward a major, and it might well be included in the department of psychology or biology.

If such a course aims consciously at illumination rather than formalized knowledge it is certain to be suspect, but what courses now established have not endured their period of suspicion? A beginning in this direction has been made at Swarthmore. The psychiatric consultants, Dr. Leon Saul and Dr. John Lyons, have for two years conducted a one-hour non-credit course of lecture discussions. They have been learning from the students what seem to be their central problems. To these problems the psychiatrists have brought the insight of their professional training. They have given the students a greater understanding of them-

selves, to say nothing of the education they have given the dean. But the time limits of a crowded curriculum make it impossible to do justice to work of such importance in such a casual fashion. It should have the time of a regular course, supplemented by individual conferences. Its aim should be generally educational, and to such an extent as possible, therapeutic as well. It should be available to all students who are interested.

The cooperation of the dean and the psychiatrist, however, will not find its chief significance in the addition of a new course to the curriculum, important as that may be. It will rather be in the attempt in all possible ways to see that the activities of the college, in the curriculum and out, are based upon an understanding of the complexities of the individual and his relation to the community.

ROADS TO MUSICAL UNDERSTANDING— AN APOLOGIA¹

By WILLIAM S. NEWMAN

The University of North Carolina

A Middle Road in the "Appreciation" Controversy

Educators and writers usually shy away from the term *music appreciation*. Yet most of them soon return to it because there is none better for what they have in mind—for that "sufficient understanding to admire or enjoy" music's excellence, as Webster puts it. Their objection to the term still reflects the black eye it suffered in past years. Administrators have frowned on courses in music appreciation; students have gleefully flocked to them as "snap" courses. "All you have to do to get an 'A,' " they would report, "is to write down whatever pretty visions you can dream up while you listen to the music."

This wrong start to which music appreciation got off can be attributed in part to an attitude of almost superstitious awe that music itself seems to inspire, not only among laymen but among many of its own practitioners. The constant run of distorted movies about composers' lives, for example, reminds us what an aura of sentimental bosh surrounds the subject. We say, and rightly so, that music is the one "universal language." Yet it has been the one subject that administrators are most likely to disclaim in their own backgrounds, and to wash their hands of in the curriculum. Very familiar, on the one hand, has been the administrator who gladly welcomes the subject but gingerly relinquishes all control by depositing it entirely in the lap of his music man; and, on the other hand, the administrator who tacitly encourages the taxpayer's or trustee's cry of "no more frills in education, if you please!"

¹ The present revised article was originally intended as a preface to the author's new book, *Understanding Music* (to be published by Harper & Brothers of New York in November, 1953). It finds its place here instead because it concerns the college educator even more than the musical layman.

In recent years the, at best, suspicious tolerance of music in education has been largely supplanted by a genuine recognition of its vital importance. Radio, television, record-collecting, concert series, talent shows, music libraries, instrumental and vocal organizations in community and school—all these expanding forces are going far toward popularizing and familiarizing great music in the remotest reaches of our land. To be sure, musical humbuggery and vulgar tastes continue. But there is no longer any need to champion music as a powerful amalgamator in society, as a favored recreation whether social or solitary, as a uniquely satisfying expression of the emotions, as a dependable agent of public morale, as a frequent enhancer of other arts, and for its own sake as the most patronized of all the seven classic arts.

With the growing recognition of music's importance and its values comes the assurance of better appreciation courses and a more forthright, objective understanding of music itself. But now the question rises as to what should be the content of these courses. What meat should replace the froth of yesterday's courses? Which roads lead best to an understanding of music? To consider the matter of content we must jump right into the thick of a significant controversy that has been raging to the profit and delectation of all in its sphere. Briefly, the controversy opposes those who want music appreciation to center around the specific materials of music and those who want it to emphasize broader cultural relationships.

On behalf of the latter, Paul Henry Lang, musicologist at Columbia University, recently argued thus:

Thoughtful observers are greatly concerned about the prevailing vulgarity and superficiality of our musical culture and are convinced that the salvation of this culture rests with education. . . . [But] aside from instrumental and vocal instruction, our colleges are today largely devoted to the teaching of the elements of music. . . . Let us face squarely the fact that until it grasps the historical, esthetic, and stylistic problems of music, our college music education will remain in its present state of essential dilettantism. . . . This dilettantism is founded in the anti-intellectualism that is fastened on art in general but which is especially strong and prevalent among musicians . . . music is not the private affair of musicians but a social phenomenon of universal importance.¹

¹ "Editorial," *The Musical Quarterly*, Vol. XXXV, 4 (October, 1949) and XXXVI, 1 (January, 1950).

Taking up the cudgels for purely musical content, Virgil Thomson, composer, critic, and onetime denouncer of what he called the "appreciation racket," answered, as follows:

. . . music is essentially an auditory experience. Explanations, analyses, and all similar aids to its understanding are of value only so far as they facilitate that experience and its retention in memory. Substituting for musical experience, active or passive, and for its retention in memory verbalized ideas about it is ever a danger to be skirted. . . . Another objection to treating music as a branch of humane letters is the low level of musical literacy among non-professional students. When these come to college already able to browse among scores and manuscripts, to sing a part and play a keyboard instrument, with the background of musical reading comparable to their literary accomplishments, it will be possible to handle the repertory of music as freely and as elaborately as we now handle poetry.¹

Among readers who followed these and subsequent arguments in the controversy, many soon asked, But is there no middle road? Must musical analysis and cultural interpretation be mutually exclusive? Cannot the chief virtues of both approaches be integrated in a single course of study? In the present author's experience there is indeed a middle road, and it is the aim of this article to point out that road.

Learning by Knowing and Doing

We start with the premise that a knowledge of the technical rudiments is essential if we mean to get beyond airy generalizations and below the surface of music. Such knowledge is implied by the words "sufficient understanding" in the definition given for appreciation. It is this minimum knowledge that enables us to talk the factual language of music. Then we do not have to content ourselves with such vague phrases as "plaintive cry" or "heartfelt lyricism" when we come, for example, to the familiar cello theme early in Schubert's "Unfinished Symphony". Nor need we resort to roundabout means of attracting interest to it, perhaps with an incident from Schubert's skimpy love life that at best throws no light on the music itself. Nor—and this was actually done, too!—need

¹ "Music in Review," *New York Herald Tribune*, October 30 and November 20, 1949.

we desecrate such a melody, in order to fix it in the memory, by attaching jingly words!

This is the sým-phony
That Schú-bert wrote but never fín-ished.

How much more meaningful and discriminating is it when we can talk about the structure of the melody—its striking assumption of the submediant major key, its rhythmic scheme based on regular recurrences of feminine *incises*, its melodic line revolving around the new tonic, its germinal significance to the ensuing development of musical ideas, etc., etc. Naturally, this is technical terminology not yet in the vocabulary of the layman. But it can be put there, and put with surprising simplicity and clarity.

To paraphrase a familiar slogan, Never underestimate the learning power of a layman. The layman has more to start with than either the instructor or he himself might suppose. Although he must indeed be called musically illiterate at the outset, he can hardly be called musically inexperienced. Hardly, because all his life he has been exposed, or rather seasoned, to a variety of music, including the sound of what is about to be presented to him systematically. His experience cannot have been otherwise unless he has deliberately been cloistered from radio, phonograph, school organizations, singing groups, dances, community concerts, and all the other music in his environment.

This experience may have been purely passive or, as is usually true, it may include a bit of singing here, and some playing, or dancing, or marching there. In either case, the information that is now presented will quite literally strike responsive chords in him. It will not be wholly new, but in large measure a conscious formalization of material that he has long known or sensed unconsciously. When he embarks on his music course, his emotional capacity to respond will already be about as matured as that of trained musicians at his age. Only in his ability to perceive music's materials intellectually will he fall considerably behind.

True, this layman of ours may argue that he is being taught how to recognize what goes on in music but not how to love the music. Regrettably, that is where the formal training in music appreciation must stop. The door may be opened for him, but whether he

enters or not depends on subjective reactions and associations that have yet—fortunately!—to be codified. And this layman may even throw up his hands defeatedly at the initial mention of technicalities, for he, too, inherits an awe of music's sacrosanct "mysteries." But give him time. Ease him into the rudiments, as it were, and he will soon develop the necessary confidence. Then will come the discovery that he really enjoys working with the concrete fundamentals of music. In fact, he prefers them.

Like the child who develops fears when he is disciplined too loosely, the student who is nourished on generalizations loses confidence when he has nothing tangible to go by. The instructor often likes to generalize because he feels he is imparting the very essence of his subject in big broad strokes. But generalization in music is, or should be, the product of maturity in music. There are no short-cuts to generalizing. Give the layman specifics and guide him to the point where he can and wants to generalize for himself.

Besides enabling him to delve below music's surfaces, a knowledge of technical rudiments offers another important means of musical insight. It enables the layman to learn a little by doing, to actually undergo a few musical experiences by trying things out for himself. Obviously, what his elementary learning will permit him to *do* in the few weeks or months of a single course, especially if he enrolls without ever having had a music lesson of one sort or another, will be at a very elementary level. In fact, some writers on appreciation have scoffed at the idea that such elementary doing can relate to the lofty plans and complexities of the great masterworks. But in this author's experience the scoffing is another instance of underestimation.

The little doing that can be accomplished is worth its figurative weight in appreciation textbooks. Clapping and counting rhythms, blowing and bowing unfamiliar instruments, combining to sing consonant and dissonant harmonies, "acting out" a basic scheme of musical form—these are all kinds of active experience that provide an insight not to be had from purely passive listening. If the insight is small it is still much better than none at all. Just the clumsy effort to draw the bow evenly across a violin string or to produce a clear tone on the flute yields an awareness of performance problems that cannot otherwise be imagined. And the

learner can do more. He can, for example, pick out a theme at the keyboard (a group can often sing themes at sight after a try or two) and establish it in his musical mind with far greater ease and rounded *music appreciation* than if he merely listened.

Certain aspects of musical doing can even be mastered so readily alone or in class that the student will be glad to learn them for their own sakes. Starting from the rudiments of harmony that can be presented early in his survey course, a student might very well develop a knack for "chording," as the ballad singers call it. However, one does well to remember that such knacks require drills and practice for which there is but little time here. Not knacks and skills, but insight through feel and experience is our prime object in learning by doing.

Learning by doing, like working with concrete facts, means better pedagogy as well as better insight. Teachers know very well (or should hasten to discover) that a student who *does*, who joins in from time to time, is a student who gives his best attention. Especially in the arts, which have as much of the subjective as the objective about them, students are likely to find learning solely through passive absorption a hazy and dull business. There are many, in fact, who possess a kind of intellectual stubbornness that blocks their ability to imbibe information until they have at least tried things out for themselves.

Style as a Point of Departure

Granted that we are to work with concrete technical rudiments, what then? We still must decide *how* we will work with them—that is, by what means we can approach music through them. Our goal, as it must be in all the arts, is an intelligent concept of form, both in detail and in the broad view. Some large principle of approach is needed from which we can branch off into further related principles, and thence into specific types of musical form. In much present-day writing on music, that basic principle is found in contrasting styles of music. The style of music is, so to speak, its personality make-up. We are indebted to the systematic research in music (musicology) of recent decades for a deeper, more accurate understanding of style. (Alfred Einstein, Knud Jeppesen, Marc Pincherle, and like musicologists have shown how illumi-

nating and intriguing its study can be.) Above all, the careful perception of style details provides accurate bases for form syntheses and style comparisons, and such syntheses and comparisons become our prime means of gaining breadth and perspective in all knowledge. By first perceiving the workings of the carburetor, the ignition, and the piston-crankshaft assembly, one acquires a basis for understanding their *synthesis* (integration) in the whole automobile engine. By learning that the Empire State Building is so many feet high (in itself only a raw fact) one acquires the basis for a meaningful *comparison* with, say, the height of the Eiffel Tower, the length of the *Queen Mary*, or the depth of the Grand Canyon.

Style figures importantly in the historical treatment of music, and in music biography, too. But in my concept of music appreciation, style, rather than history or biography, must be the principle that serves as a point of departure. No other principle suits the study of music appreciation so well. To be sure, music history cannot be disregarded in that study, the less so, since styles reflect important historical associations and since they change according to significant historical patterns. A bird's-eye view of music history presented during the first two or three class meetings makes an excellent frame of reference for what follows. But a straight music history would be inefficient. From our standpoint it would waste time on chronological and causal relationships; it would tend to level the masterworks and the historical "firsts" of lesser musical worth, the productive eras and the eras from which little is extant. Further, it would not lend itself to the deductive organization essential to an explanation of form.

Nor would the biographical approach be any more efficient. A survey of great men in music is certain to be entertaining—in fact, too entertaining; for the glamour of composers' lives becomes too easy a substitute for the music itself. Of course, a certain minimum attention must be paid to relevant biographical circumstances. We are helped, for example, by learning of Brahms' post as choral conductor, inasmuch as these clearly motivated a substantial segment of his creative output. But the student will want to know more about the composers than that. Biography, like history, cannot be disregarded. Since there is not the same justification for an initial bird's-eye view, the suggestion is offered here

that one or more eligible biographies be assigned as outside reading during the course. Particularly suitable are the biographies of composers who kept company with numerous other composers. Men like Handel, Mozart, and Berlioz seem to have met almost everyone of importance in their respective eras. With this consideration in mind, students will do well to read from different eras if they are assigned more than one biography.

Even after we agree that our course of study cannot find its starting point in either history or biography, we must still reject certain other approaches that do derive from music's own principles. One of the most familiar of these has been referred to in such unhappily derogatory terms as "music-appreciation writing" and "program notes." What is meant is the sort of loose, running accounts of compositions that do indeed characterize program notes. Some are couched in florid verbiage: "A somber atmosphere, created by the sustained tones of low horns and trombones, introduces a mournful dirge sung forth by the first oboe. Presently the silvery tones of the flute..." etc. Others employ technical terms: "Four bars of theme *a*, resumed in D minor, lead to the whole 4-bar theme in the minor, up to the pause on the dominant." But the results are essentially the same—a kind of tourist's route map, or a blow-by-blow fight report of the television commentator, that points out what one can be observing for himself. The observations may very well be keen and thus worth noting, but no penetration of the form is achieved, nor any means of orientation. Lacking are the underlying principles on which to base a synthesis or a comparison of form.

We could adopt as our point of departure the primordial principle of all aesthetic form, that of "variety within unity"; then attempt to codify into styles the means of contrast by which the variety is achieved and the kinds of repetition by which the unity is achieved. This approach has been tried, too, although so far not in a very organized manner. But the principle is too general to beget specific music principles without much looseness and compromise resulting from the effort to maintain classifications and categories.

Or, like the six blind men from Indostan who inspected and reported on the elephant from six individual points of view, we could

adopt any one of music's elements as a point of departure. But rhythm and melody are still too elusive and variable to have been pinned to particular styles. Tonality is sometimes a master, sometimes a servant of musical form. And sonority has only recently become an element in its own right.

An aspect of style that does serve well as a point of departure is one that comes closest to texture among music's recognized components. But texture is only an attendant consideration. The aspect itself (to borrow a term from the Schenker theory system) is here called *prolongation*. Prolongation may be defined for the moment as the means of continuation between focal points of the musical forms—the connective tissue of the musical skeleton, as it were. It falls into two main *styles* of composing, one based on the interplay of motives, the other on the opposition of phrases. These two contrasting styles lead to separate categories of forms and to some cross types. Only when extramusical factors predominate, as when the libretto governs the course of an opera, must the two styles surrender their pre-eminent rank among the progenitors of musical form.

The Highways or the Byways

Recalling our intention to take a middle road in the "appreciation" controversy, please note that we have already paid our respects to the importance on the one hand of working with the actual materials of music, and on the other of adopting style as the access to broader perspectives and tie-ins. Now we must decide whether that middle road will lead us only along main highways in the realm of music or along some of the lesser byways, too.

First of all, what are the highways and the byways of music? The answer varies, depending on who wants to know. The historian might say that the highways are the main trends, the byways the minor trends that lead to tangential developments and dead ends. The sociologist might say that the highways are those that take in the works of greatest popular success, the byways those of least popular success. The biographer might say that the highways represent the creations of the greatest names, the byways those of the lesser knowns. The performer might say that the highways traverse the standard repertoire, the byways the reper-

toire of esoteric tastes. Only within limits do these definitions coincide. Each one has its own distinction for "first things first."

Now what might the student of music appreciation say? The music appreciation student must be classed primarily as an auditor. His first interest is not in the trends of history, the changing preferences of society, or the evaluations of biographers. We have already acknowledged that such interests cannot be disregarded, but they are certainly secondary to his first interest, which is to hear music for its own sake. As an auditor he is the counterpart of the performer. Therefore to him, too, the highways mean the standard repertoire of concert music, and the byways the music he is not so likely to hear in concert. In the main, he wants to learn about the music that he can hope to meet again in future living.

In any case, the music appreciation student is compelled to choose first things first so long as he limits his study to one course. In fact, the limitations of time are not likely to let him make any detours off the main highways at all. If he enters the course with no knowledge of music he certainly cannot be given Dittersdorf's quartets in place of Mozart's, Paisiello's *Barber of Seville* in place of Rossini's, or Obrecht's motets in place of Lasso's, fine as the lesser known works are.

Nor can he attempt to crowd in such works by cutting corners in his study of the others. For then the course must degenerate into a colorless maze of subject matter with no ideas impressed deeply enough to survive beyond the cramming for the final examination. Sound pedagogy enters here, too. Excessive subject matter is something teachers learn to avoid. Within reason the advice to teach less and less more and more thoroughly is excellent. We cannot expect to cover the world, but merely to point out the roads and start the student on his way. The same truth holds in all levels of teaching. The Ph.D. candidate in musicology enrolls in a course limited to Bach's cantatas and exchanges congratulations with his professor: "At last we have a subject narrow enough to do up brown!" But alas! They, too, soon discover that relatively speaking they can only hit the high spots.

Indeed, the precious space of one course must preclude travel not only on the byways but on many of the highways, too. Rarely can we expect to illustrate each style or form type with more than

one or two works. Many of the greatest masterworks, some of the greatest names must be left out. We are lucky, for instance, to get in sufficient time for one opera. If the choice is between Wagner and Verdi, who are distinguished only by their operas, which one will have to be dismissed with merely an honorable mention?

But the limitations are not so disheartening as they may seem to be to the musicologist or the humanist. For our purposes the highways of music literature are quite without end. Think of the chamber works, the oratorios, the symphonies, the songs, the piano pieces, all of which have their place in "the standard repertoire"! Certainly there is no need for the teacher to settle in ruts worn deep by the old war horses of music, no excuse for not exploring new works each term. In fact, there is usually good reason not to take up the war horses. A hackneyed work is not deserving of our time any more than a *recherché* one, since students are likely to have at least a listening acquaintance with the hackneyed one anyway. Why bother with Debussy's "Clair de lune," which every living human with a radio recognizes, when one of the Debussy preludes can demonstrate the same principle and meanwhile contribute something new?

On the other hand, one finds here and there an overworked composition that is not so easily left out. Such is the composition so ideal as a type that no other has a right to be substituted. The Bach *Passacaglia and Fugue in C Minor*, for example, goes so far beyond other Baroque variations over a recurring bass in scope, intensity, imagination, and skill, that we would almost feel guilty if we were to substitute examples such as those by Purcell, Buxtehude, or Couperin. In the limited range of music appreciation study, then, the Bach work must be regarded as *the* passacaglia among passacaglias.

* * *

In summary, the prime clue to music appreciation lies in the understanding of musical styles and of the varied musical forms that these engender. In the study of styles, too, is found a middle road in the "appreciation" controversy, for an understanding of them presupposes a foundation both in the specific materials of

music and in the broad outlines of art history. With only a limited time to devote to an understanding of music, the layman is not likely to get off the highways of the recognized masterworks.

One side issue in this discussion should be mentioned by way of an appendix. We tend to think of music appreciation as a course only for laymen among the college student body at large. Does that mean that the music major should be excluded? In my opinion the answer is an emphatic "No!" The background of this question is brief and to the point. In earlier years, when college music offerings were skimpy at best, any appreciation course that was given had to serve all students, whatever their interests in music. Then, paradoxically, as music departments grew in depth and extent, it was the music majors who came to be barred from taking appreciation for credit. To be sure, this course was all too often superficial. But the main argument was to the effect that music majors would want only technical and professional training.

That argument soon crumbled. Aside from the fact that his interests were scarcely limited to professional aspirations alone, the music major needed an introductory overview to give meaning to the specialization that would follow. Certainly, the usual "Music I" class, limited to rudiments of written and aural harmony, could not meet this need. The result in recent years has been a renewed interest in the appreciation course, but a new kind of appreciation course with enough meat in it to stand beside the established theoretical and applied courses of the music major. In any case, nothing can be so disheartening to the college music major as the discovery that his fellow students, taking music appreciation outside the department, have acquired a broader view of music than he, and only too often a wider acquaintance with the very literature of music!¹

¹ Pertinent readings, not previously cited, are:

Dorothea M. Blyler, "The Music Appreciation Course in General Education," mimeographed pamphlet issued January 31, 1949, by Black Hills Teachers College, Spearfish, South Dakota.

George Sherman Dickinson, "The Study of Style as the Clue to Higher Music Education," in *Proceedings of the Music Teachers National Association*, 38th Series, 1944.

George Sherman Dickinson, *The Study of Music as a Liberal Art*, Poughkeepsie: Vassar College, 1953. An important pamphlet, published since the present article was written.

Percy A. Scholes, *Music Appreciation, Its History and Technics*, New York: M. Witmark and Sons, 1936.

VISITING PROFESSOR IN DENMARK

By ARTHUR L. VOGELBACK

Mary Washington College of the University of Virginia

When after a year in Denmark as visiting professor of American literature I returned to this country, many of my colleagues were kind enough to express interest in my comments on Danish university life. They suggested to me that perhaps a larger circle might be interested in learning how matters of higher education are ordered in Denmark. This paper, then, is an attempt to set down some of the facts and impressions I gathered while lecturing abroad. It is the story of one university. It is, more particularly, the story of one faculty within the university—the Humanities. Nevertheless, many of my comments have application to the university as a whole.

Denmark, it must be remembered in connection with what follows, is an exceedingly small country. It has but four million inhabitants and is less than half the size of New York State. There are two universities in Denmark—the University of Copenhagen and the University of Aarhus—in addition to technological schools, adult education schools, teacher training colleges, and so on. There are no small liberal arts colleges, such as we have in America, as for that matter there are none in Europe. Of the two universities, the University of Copenhagen is the older and larger. It was founded by King Christian I in the fifteenth century and currently has a student body of about 5400. The University of Aarhus is quite new, having offered university instruction for the first time in 1928, space being rented in a technical college. The first building on the campus was dedicated by King Christian X in 1933. Today the university is one of the handsomest in Europe, with a fine, spacious campus and a full complement of buildings, these latter done in bold, modernistic architecture. The number of students in attendance at Aarhus is approximately 1600. It was

this university to which I had been invited. I went there under the aegis of the State Department, the Smith-Mundt grant providing most of the necessary funds.¹ Unlike the University of Copenhagen, which is entirely a State institution, Aarhus has a sort of composite status, being partly independent, partly municipal, and partly State. It is supported by annual grants from the State and from the City Council of Aarhus, that from the State being the major grant. The outward symbol of State recognition is the permission given by the government to the university in 1933 to fly the swallow-tailed flag ("splitflag") which may be flown by State institutions only.² Since it was a group of local citizens who conceived the idea of the university and formed a society to found it, the city of Aarhus regards the institution with special pride.

II

Students come to the university from the gymnasium (*i.e.*, the Danish secondary school) where they have rigorously been preparing themselves for the "Studentereksamen," a final examination whose severity is a byword among students in Denmark. It is the passing of this examination that allows the student to enter the university. He is now also authorized to wear the national student cap, a rather diminutive headgear in the national colors of red and white. The cap is worn everywhere by both men and women students.

When the student graduates from the gymnasium, he is somewhat older than the average American high-school graduate, inasmuch as he has spent more time in preparatory work. The average age of the first-year university student lies between 18 and 20, and because of the length and intensity of his preparation his university work may be said to begin at a level corresponding to

¹ The University of Aarhus contributed the remainder of my salary. Denmark now comes under the Fulbright program instead of the Smith-Mundt Act.

² Aarhus has a Board of Governors, eight in number, including the Rector of the university, three members elected by the City Corporation, three elected by the society formed by friends of the university, and a representative of the State. The latter is solely a liaison officer between university and State. He has no voting power on matters submitted to the Board.

our sophomore or junior year in college.¹ Since the student is regarded as having mastered his general subjects in the gymnasium, his studies in the university are highly specialized from the beginning. He selects two subjects for specialization—a major and a minor—say, French and German, or English and history, or classical philology and Danish, any one such combination as these,² and on the pair he concentrates exclusively. Usually at the end of the first year at Aarhus, the student takes the philosophy examination (“Filosofikum”), comprising formal logic, psychology, and a short history of philosophy. A year or so later the student comes up for the qualifying examination (“forprøve”) covering his work in his major (there is no examination in the minor until the final). For example, an English major will be tested in the qualifying examination on his knowledge of English literary history, basic English phonetics, and the ability to translate from English to Danish and from Danish to English, both written and oral. The qualifying examination in any field is notoriously a stiff one with a high percentage of failures. Three attempts at the qualifying examination are permitted. On the third failure, the student must abandon that particular subject as a major.

After the qualifying examination, the student takes no other examination until he is ready to come up for the final examination leading to his degree (Candidatus Magisterii, in the case of the Humanities) from the university. There is no fixed time for this. It is entirely up to the student. He registers for the final examination when he considers himself ready. The average time taken by the student in preparation for the final is between five and seven years. With the exception of certain required seminars, there is

¹ It should be emphasized that although the gymnasium is a secondary school, it does not provide by any means an exact equivalent of the secondary school in America. It is actually a good deal more advanced, more like, as I have pointed out above, the first three years of the average American liberal arts college. Thus, when a graduate of the gymnasium enters a university, he corresponds pretty closely in training and age to a beginning graduate student in the United States. The failure to recognize this fact has led to many misleading comparisons between the curriculum of the American undergraduate and that of the European university student.

² I am speaking here of a student pursuing the requirements for a Humanities degree. The major subjects may be Danish, English, German, French, history, classical philology, music, or Christian knowledge; the minor subjects may be any one of the above (with the exception of classical philology) in addition to Latin, Russian, geography, or gymnastics. Generally speaking, the purpose of the Humanities degree is to qualify the graduate for a teaching career.

no compulsory attendance at lectures or classes. The system is predicated on the idea that the student is a mature person; it places a great deal of responsibility upon the student's own initiative. He may go as slow or as fast as he chooses. A great many students fall out somewhere in the long pull. I was told that only about 30% of those who start out manage to get their degrees.¹

III

The University of Aarhus is a coeducational university with a proportion of men to women of about 4 to 1. The university is free of charge with the exception of a small matriculation fee (20 kroner or about \$2.80) and a similar final examination fee. All tuition and all instructional facilities are free.² If you have graduated from a gymnasium, you are entitled in Denmark to a university education without cost. In addition, there are scholarships available for the needy to help pay the expenses of room and food.³ As a matter of fact, the dormitories (there are six of them at Aarhus, with accommodations for about 300 students) are almost entirely occupied by holders of scholarships, the other students all living off campus. Each dormitory room is occupied by but one student, the practice of assigning more than one student to a room being unknown.⁴ The university also runs a can-

¹ Final examinations are given twice a year and are divided into written and oral portions. At all examinations, written as well as oral, there are two examiners from outside the university, appointed by the Ministry of Education. The general public is admitted to all oral examinations and the results of the written examinations are also made public. There are three classes of grades for the final examination: First with Distinction, First, and Second. Students may present themselves no more than three times for the same examination.

² Small fees (10 or 15 kroner) are payable for a term's course given by an "undervisningsassistent" or instructor. The instructors are usually chosen from the ranks of the most able graduates. They work under the direction of the professor and are not, like our instructors, members of the regular staff. Students also pay small fees for attendance at certain compulsory seminars.

³ The scholarships are awarded by a faculty committee consisting of four members, one from each of the "Faculties," in consultation with the Scholarship Committee of the Students' Representative Council.

⁴ One dormitory on the Aarhus campus contains both men and women, and the story of how this came about is an amusing one. It seems that the men students had been consistently favored in being assigned to dormitories centrally located. When a new dormitory was constructed, the girls from one of the more distant dormitories simply moved enmasse into the newly constructed one, without warning or permission. The Rector and faculty puzzled their heads over the situation and finally decided that, after all, the girls were justified. Indeed, the university felt rather proud of the girls' enterprise. The one difficulty was that the girls filled only half the dormitory. However, the problem was readily solved. The remaining portion was filled with men students, to the satisfaction of all parties concerned.

teen which supplies very inexpensive meals to students. It is clear, then, that the student in Denmark can get what university education he desires, and at very small cost or no cost at all; but there is one major proviso—he must prove himself capable of profiting by a university education. In the first place, he has to be a good student to get into one of the universities; and, in the second, he has to have stamina as well as ability if he hopes to finish up.

IV

One of the things that struck me forcibly in Denmark was the high esteem in which the professor (and by professor I mean the faculty member in general¹) is held. It is an esteem that expresses itself not only socially, not only in the deference which students and laymen alike extend him, but in the realm of national affairs. Professors are welcomed in the legislature and as cabinet ministers. Their advice and opinions are eagerly sought by the government. A number of my friends on the faculty at Aarhus went regularly to Copenhagen on government business. One, by way of illustration, was a professor of history who was an authority on Schleswig and made many trips to the capital for conferences with governmental officials on the thorny Schleswig-Holstein question. Some of the law and economics professors seemed virtually to commute to the Foreign Office in Copenhagen; others served on United Nations committees.

I was impressed even more by the local standing of the faculty member—that is, by his status at the university. He has an enviable independence and authority. In his teaching, for example, he has absolute *carte blanche*. He may offer any subject in his field that suits his pleasure. The status of the professor stems directly from the organization of the university. There is no appointed president ("Rector" as he is known) at Aarhus. There are no appointed deans. There are no formal heads of departments, although the oldest member has a standing more or less equivalent to that of our department heads. The Rector is a professor who has been elected to office by his fellow faculty mem-

¹ There are three faculty ranks, in the following ascending order: the Lektor, the Docent, and the Professor.

bers, as have been the various deans of the Faculties¹ (there is no Dean of the University). The faculty also elects a pro-Rector who acts in the Rector's absence. The Rector is elected for a term of one year; this, in almost all cases, is extended to two years (deans are elected annually). At the end of the two-year period, the Rector returns to the faculty ranks, and a new Rector is elected. The choice ordinarily rotates among the various departments and Faculties. The office of Rector carries with it honor and responsibility. It also carries with it considerable work. For the incumbent, in addition to discharging the administrative duties of his office, continues to conduct his classes. And he receives no additional emolument for his post as Rector. Nevertheless, faculty members value the appointment highly and none to my knowledge has ever refused the office.

Under this system, there seems to be no possibility of Aarhus' ever having visited upon it a president whom it does not want, or who is nonacademic in background. No generals, no admirals, no businessmen, no politicians have ever headed the institution. Furthermore, the rotative plan of the rectorship means that there is a great deal of administrative experience in faculty ranks, an appreciation of administrative problems, and a close feeling of oneness and cooperation in the university.

In brief, then, the faculty runs the university. So far as the routine administrative work of the university is concerned, this is performed by a small, permanent staff, headed by a "curator" in charge of finances. The staff schedules classes (in consultation with the professor concerned), mimeographs notices, pays salaries, and in general performs all clerical duties connected with running the university. Beyond this, it has no other function.²

¹ The university is divided into four Faculties (and I have capitalized the word in the text to distinguish it from my use of the word to describe a teaching member) as follows: Letters (Humanities), Law and Economics, Medicine, and Theology. Ordinarily the European university has five Faculties, Natural Science being the additional one. Aarhus, however, does not as yet have the Faculty of Science. Chemistry and physics are taught by professors belonging to the Faculty of Medicine.

² For visiting professors, however, to judge from my own experience, the administration staff also renders other services. It purchased railroad tickets for me, made reservations for seats at the theatre, arranged for a baby-sitter in my apartment, and had meals sent to my office when I was too busy to go to the faculty dining room. It accepted and paid for parcels (sending me charges at month's end). It even sent out my suits to the tailor's for pressing! I did not discover until the end of the year that this was not routine for all professors, but a special dispensation to me as a foreigner.

The teaching load of a member of the Humanities Faculty at Aarhus University is generally four or five hours. Classes may be anywhere from two to fifty in size, depending on the importance of the course and on the merit or popularity of the man giving it. The restricted number of teaching hours gives the professor considerable time for research and most of the faculty are highly productive in scholarship. As a matter of fact, it is by no means unusual for a professor to cancel his classes for two or three weeks in order to do some particularly pressing research for an article or book he happens to be writing—a piece of investigation that may conceivably take him to Paris or Vienna or London (the university greatly encourages research and provides travel funds for the purpose). Or he may take off for a fortnight to deliver some lectures at Upsala or Bologna. If, under some such circumstances (or for any other reason), a faculty member feels it necessary to absent himself from his classes for a shorter or longer period, he requests the administration to place an appropriate notice of class cancellations on the departmental bulletin board. The notice is a distinctive one. It is a rectangular piece of paper with a bright red border; and one sees a good many of these on the various departmental bulletin boards.

A striking manifestation of the faculty's authority at Aarhus is that it alone has the power to make appointments to the teaching staff. When the need arises for an additional faculty member, or when a post becomes vacant, an announcement of the vacancy is posted by the university in newspapers and in official bulletins. Any person who considers himself qualified may apply. The faculty appoints a committee to examine the merits of the candidates (publication weighing most heavily) and upon receipt of the committee's conclusions, puts the matter to vote in faculty meeting. If there is indecision regarding the suitability of two or more applicants, the faculty may designate a competition in which the candidates will be required to deliver a series of public lectures.¹ In any case, when the faculty makes its final choice, it submits its recommendation to the Board of Governors for confirmation.

¹ If it should be that the availability of an outstanding scholar makes consideration of any other candidate unnecessary, the faculty by a 75% majority vote can recommend such a man for direct appointment.

This last, however, is little more than a formality. Although theoretically the Board of Governors can challenge the faculty's choice, I am told that no instance of this kind has ever occurred, and it is accepted as unwritten law that the appointment recommended by the faculty is final.¹

V

I have spoken of the great prestige of the professor in Denmark. Perhaps it is this prestige, based as it undoubtedly is on an almost reverent respect for learning, which underlies the highly formal relationship between professor and student. It is a formality that especially strikes the observer from America. For example, a student at Aarhus would never knock at a professor's door unannounced. If he wishes to see a professor for any reason, he must telephone him for an appointment, or write him a note requesting an interview. When he speaks to a professor, he does not say directly, "Professor Jensen, will *you* advise me on such and such a matter?" He employs the third person—"Will Professor Jensen advise me on such and such?" When a professor enters his classroom for a lecture, there is silence in the room at once. All the students rise until the professor reaches the raised platform at the head of the classroom and nods. Then the class sits down. When the professor concludes, the students remain in their seats until he leaves the room. Even when I gave my lectures to a public audience consisting of older persons—townspeople, professors' wives, professors themselves—this extraordinary mark of respect was accorded me. The professor in Denmark lives on a plateau so elevated that I sometimes found myself gasping for breath in such a rarified atmosphere. The fact that the professor regards himself

¹ A word here might be said about the Ph.D. degree. The doctorate is not awarded as the result of academic work carried on at the university. Such things as residence requirements, hours, courses, etc., are not involved. Any graduate with a First in a university degree may submit a thesis for the Ph.D. This requirement, too, may be waived in the case of a thesis presented by a non-university person with a fine record of scholarly or scientific achievement. Authority to grant the degree rests with the faculty, which bases its decision solely on the merit of the thesis. The candidate whose contribution is accepted must make a public defense of the thesis.

It may be mentioned as a point of interest that there is at Aarhus no wearing of cap and gown by the faculty on any occasion. At all formal exercises—opening of the academic year, Commencement, awarding of degrees and prizes—the required processional garb is white tie and tails.

primarily as a scholar and only incidentally as a teacher is an additional element in setting this classroom tone. His attitude toward his students is one of noblesse oblige. They may dip from the sacred fount of his erudition, but they are to understand that it is a privilege and not a right.

When I told some of my friends at Aarhus of the informal association that rather more often than not exists between faculty member and student in the United States, they were astonished. They found it hard to believe that a professor would actually invite a student to dine with him, or entertain him at his home, or have an extended conversation with him on subjects unconnected with university work. Yet Aarhus prides itself on being considerably less stuffy in these matters than its sister university, Copenhagen, and for rigid punctilio in its most uncorrupted form it points with slight derision to the neighboring universities in Sweden. Obviously, formality is a relative term.

One corollary of this formal professor-student relationship that I noticed especially was the passive attitude of the students in the classroom. They are not accustomed to taking part in discussions. The professor lectures and the student puts down what he says. I tried all through the year to stir up discussions in my classes, and while the students did loosen up and we had some fairly animated sessions, still they never really overcame their diffidence in this respect. Of course, in my particular case, the language barrier had something to do with it. Although my students spoke very good English and understood exceedingly well, still, English was not their own tongue and they felt an understandable hesitation in expressing themselves. But, apart from that, I learned that few professors make any attempt at conducting discussions, even in small classes. Most American professors would have no hesitation in pronouncing our own teaching procedure, with its relatively free give and take, far more stimulating and effective, from the viewpoint of both instructor and student, than that of the Danish universities. I feel this way myself. But the Danes prefer their system and certainly their students seem to thrive on it. These students struck me as in general a very able lot. Nevertheless, if responsiveness in class is an index of good teaching, we have a strong case for first honors. Our students, by contrast with their

Danish counterparts, are irrepressibility itself. Their readiness to express an opinion or to differ openly with their instructor would be inconceivable in Denmark. A story told me by an Aarhus professor rather neatly illustrates this difference in attitudes between Danish and American students. A number of American students, in residence at the University of Copenhagen, had come to Aarhus to attend several weeks of classes in law. The professor had carefully prepared his usual hour lecture. But he soon found that he had very little need of it. The American students raised so many questions and engaged in so many arguments among themselves that the professor finished scarcely a fourth of his lecture. "Wonderful!" he exclaimed. "Instead of having to prepare a fresh lecture for each session, my original hour lecture served for the week. Your American students immensely simplify teaching!"

VI

As visiting professor in Denmark I learned a good deal; I can only hope my students profited as much. And while my intention in this paper has been on the whole more to record than to compare, it is possible that some fruitful comparisons between our system of higher education and that of Europe (Aarhus being, with Danish modifications, a typical continental university) may have suggested themselves.

I TEACH SPEECH

By BARNET BASKERVILLE

University of Washington

"And what do you teach at the University?" asks the kindly old lady on the bus. I pause warily, for I have been through this before and I know what is coming. But there is no escape—my stop is a mile on ahead—so searching her face hopefully for some faint sign of understanding I reply, trying to sound casual, "I teach speech." There is a long pause. The next move is up to her and we both know it. In her eyes is a kind of mildly embarrassed confusion. Dropping her gaze, she emits on a rising inflection an ambiguous "Oh!" and then adds reassuringly, "That's nice." As there is obviously little more to be said on this subject, we turn to vacuous commentary on the weather.

If only I could answer that I teach physics or history or English literature we might continue on our way with harmonious talk of books or atomic bombs. Communication of some kind would be established. As it is, however, I might have said with equal effectiveness, "I teach Sxmpthx," for no meaning has been conveyed. This, I hasten to add, is not always the case. More commonly the rejoinder "I teach speech" evokes such a variety of comment revealing such amazing associations that one would gladly settle for an uncomprehending "Oh" and a well-intentioned "That's nice." Let me elucidate. While living in a faculty housing unit I was visited by a teen-age coed selling Christmas trees. By way of softening up her prospect this fresh young thing pleasantly put the usual question about which department of the University I was attached to. My answer brought an immediate response; no hesitation here, this girl had been around. She arched her eyebrows with mock-superciliousness, curved her wrists daintily, and intoned with unction and delicate articulatory precision, "How now, brown cow!" I bought my Christmas tree elsewhere.

Such readiness of response is unusual, however. "I teach speech" is almost invariably met, as in the case of the old lady on the bus, with what may be termed the Long Pregnant Pause, which is then followed by The Comment. It becomes a diverting game to attempt during The Pause to anticipate what The Comment will be. Among the relatively unlettered, such as cab drivers, garage mechanics, and other casual off-campus acquaintances, it usually takes some such form as "I could sure use a speech course," or "Guess I'd better watch my grammar," or "Well, I'll have to be careful what I say!" Salesmen, clerks, junior executives, and other minor members of the business community respond with what is no doubt meant to be a compliment, "Wish I'd taken more speech; it helps a person to sell himself. The fellow who can put his personality across is the one who gets ahead in business these days." The reactions of one's co-workers on campus vary from the smile of benevolent condescension which seems to say, "That's all right, old man, we all have to earn a living *some way*," to the roguish grin which accompanies such a question as, "What was the name of that chap who filled his mouth with rocks and ran up and down the hills shouting at the top of his voice?" One scarcely needs adduce further evidence to make the point that The Long Pregnant Pause, together with the incredible variety of commentary touched off by the symbol "speech," has become a major occupational hazard for members of my profession.

It is manifestly clear what some people conceive the function of the teacher of speech to be. We have already hinted at a few of these notions: he inculcates the principles of grammar; he cultivates pear-shaped tones, over-nice articulation, and dynamic gestures; or he instructs in the fine art of "putting personality across." Among fellow faculty members one senses the conviction that departments of speech are bent above all upon elevating sound above sense and upon encouraging glibness and garrulity for their own sakes.

One of my closest and most valued friends is a professor of English who lives in my neighborhood. We share essentially the same enthusiasms and antipathies, so that our relationship is in general most congenial. But my friend is not sure he quite approves of "this speech business." He is horrified by the apparent

prosperity of the burgeoning Toastmasters' Clubs, Dale Carnegie groups, and evening classes in public speaking, which he feels are producing a maximum of talk with a minimum of thought. Having had little first-hand experience with either Dale Carnegie or departments of speech, he quite naturally assumes, since both are presumably offering "speech" instruction, that they are using the same methods and seeking the same ends. Through this unconscious identification he attributes to college courses in speech all the evils (real and fancied) of the ten-easy-lesson type of instruction.

II

What then *does* one teach when he teaches speech? The question is a fair one, and deserves an answer. It is also a complex one, for there are several subdivisions of the field, due in part to the same tendency toward fragmentation of the curriculum to be found elsewhere on the campus. Many college speech teachers never conduct a course in public speaking. There are the pathologists and clinicians, the audiologists, the phoneticians, and those with more or less limited specialization in voice, oral reading, radio, argumentation, and group discussion. We do not propose to tax the reader's patience with either a description or an apologia for each of these specialties. Some, indeed, do not need it. The speech clinic, for example, partaking as it does of the high respectability of "science," has become an accepted institution on most major campuses. But since many people still labor under the delusion that all members of a speech faculty are busily engaged in teaching classes in public speaking, and since the most frequently encountered misconceptions center about this area, perhaps we are justified in concentrating on this particular subdivision of the speech curriculum. It is at least a sufficient undertaking for one short article.

What does the college public speaking teacher teach? One is tempted to reply flippantly that he teaches the very things which he is condemned for not teaching. His critic scans the newspaper advertisements of the latest "course" in personal power through public speaking (guaranteed to double your income, win new

friends, and swing wide the door to success) and contemptuously concludes that all speech training deals in superficial charm-school techniques to the total exclusion of any consideration of subject matter. He is convinced, no use to tell him otherwise, that matter is subordinated to manner, that the *how* is exalted above the *what*. Our critic therefore washes his hands of the whole business. And he would be perfectly justified in doing so—if his assumptions were correct.

But his assumptions are not correct. I do not profess to be an expert in the speech pedagogy of the downtown hotel banquet room, but I do know that on reputable college campuses considerable emphasis is placed upon the importance of solid, substantial, accurate, worth-while subject matter. The first hour of my own upper division course is devoted to a laborious reiteration of the truism that we have come together not to learn to speak, but to learn to speak about something. The testimony of Quintilian is introduced to make the point that the ability to talk indefinitely without saying anything is not a gift prized by discriminating people. "No one," said that speech teacher of another day, "can exhort my admiration for mere fluency and a flux of words lacking argument, a thing in which any two quarrelling women superabound." And if such indoctrination is not sufficient to convince the garrulous student with the hollow head who has enrolled in the course to put his personality across, he is exposed to a further elaboration of the same thesis in the first chapter of his textbook (not written by Dale Carnegie), of which the following is a typical sample:

It is inevitable . . . that the public speaker or the student of public speaking must have something of consequence to say. This means that the man who knows most about most things and most people—he who has thought most, has read most, has experienced most, has observed most, has become most familiar with the minds and hearts and manners of his fellow men, and has retained most completely the knowledge and insight thus gained—this man, if he has also learned the principles of public speaking and has cultivated the will to communicate, will be the best speaker.¹

¹ Donald C. Bryant and Karl Wallace, *Fundamentals of Public Speaking*, New York, 1947, p. 12.

Even after such careful orientation one encounters an occasional student who, surprised and irritated when his speeches (which, as he testifies, "got A's in high school") are criticized for lack of evidence in support of assertions, obvious inaccuracies and inconsistencies, or faulty organization, lashes out with the outraged protest, "Say, I thought this was a speech class." The instructor must then explain as patiently as he can that it is as difficult to learn to "make a speech" without having anything to speak about as it is to learn carpentry without lumber on which to plane, nail, saw, or whittle. He must again point out what should be apparent to all, that the essential part of a speech is its communicable content, whether that content be information, ideas, or attitudes, and that the techniques of speech, important as they assuredly are, must necessarily be seen in proper perspective as means of conveying content and not as ends in themselves.

Many years ago E. L. Godkin, crusading editor of the *Nation* and uncompromising critic of much that was spurious and unworthy in nineteenth century America, made repeated protest against the rhetorical training being offered in the nation's colleges. His allegation that the emphasis was upon "the gift of gab," and that it was producing in Congress and elsewhere mere "spouting" in public, was probably not without considerable justification. The speech training of that day was largely in the hands of the "Elocutionists," whose name (rightly or wrongly) has become synonymous with hollow bombast and grandiloquence, with sound and show devoid of sense. Godkin proposed that "rhetorical training," by which he meant instruction in the external aspects of delivery, be replaced with training in analysis, arrangement of materials, and in the art of reasoning. Now, this has an odd sound to the student of rhetoric, who knows that the study of analysis, organization, and the modes of proof comprise the very heart of what Aristotle, Quintilian, and all followers in the classical footsteps meant by "rhetorical training"—however far the elocutionists may have wandered from the beaten track. Mr. Godkin would be pleased to know that the reversal of emphasis which he envisioned has been in large measure accomplished, and that the "mental training" which he proposed as a *substitute* for rhetorical training is now placed *at the center* of rhetorical (or to use the mod-

ern, and equally ambiguous equivalent, "speech") training, where it rightfully belongs.

A properly taught course in public speaking at the college level stresses thought organization and the necessity of having some thoughts to organize. It points out that mere unsupported assertion is easy and cheap, and unless bolstered by evidence, which must itself be examined for accuracy and adequacy, is probably worthless. It acquaints students with the principal types of inference, as well as logical fallacies to be avoided. It calls attention to some of the pitfalls inherent in the use of language. And it does all these things not exclusively with the idea of turning loose each semester a new horde of orators to inflict more and more talk upon an already sated public, but with the realization that more students will on more occasions be listeners than speakers, and that much depends upon their being intelligent and discriminating listeners. The course which does not at least attempt to accomplish such purposes as these has no place on a college campus, and this writer would be as merciless as Mr. Godkin in his condemnation of it.

Our first answer, then, to the question of what one teaches when he teaches speech (or that subdivision of the field known as public speaking) is this: that a speech which has any excuse for being given is a communication, that it must communicate *something*—an idea, an attitude, a piece of information—and that consummate skill in the externals of delivery, though earnestly and assiduously to be sought after, can never compensate for lack of something to deliver.

III

Communication, of course, involves a listener, and this brings us to the second answer to our question: the teacher of public speaking must strive to inculcate an understanding of, a respect for, and a sensitivity to the audience.

The impression is apparently abroad that bands of nascent public speakers are being coached primarily in how to "put themselves across," regardless of whether anyone is interested in having them come across or not. My neighbor in the English

department complains that he hears a good deal about what public speaking can do for the speaker, but little or nothing about what it will do for the hearer. There is, of course, far too much of this sort of thing, and it is not strange that it should be so. In view of the average American's overpowering desire to get ahead, to succeed, to make more money, to "handle people," it is understandable that some teachers should attempt to create enthusiasm for their subject by presenting it as a key to the satisfaction of these desires. "Personal success through public speaking" is to many an attractive slogan; it is exceedingly effective motivation. But it is not a slogan which receives much prominence in my own classes or, as far as I am aware, in those of my colleagues. To the charge of a total disregard of the hearers we plead an indignant "not guilty."

The beginning speaker is urged to combat *self*-consciousness by developing *subject-matter*-consciousness and *audience*-consciousness. He is required to make a detailed analysis of the particular audience for whom the speech is being prepared, in which he is asked to consider such matters as the audience's probable knowledge of the subject, their attitudes toward it, and their possible objections to the speaker's point of view. This is done to facilitate the solution of the speaker's problem, the problem of accomplishing a specific purpose with a specific audience. The purpose may be to present a body of information clearly and interestingly, to express and substantiate a point of view, or to modify the listeners' belief or action. I do not recall ever hearing of a college assignment in which it was either stated or implied that the speaker's primary purpose was to sell himself or put his personality across.

A few years ago, Shakespeare scholar Elmer E. Stoll, in an article entitled "The Downfall of Oratory: Our Undemocratic Arts,"¹ recorded his concern with "one of the interesting but troubling phenomena in our present-day life and art . . . the decay and disrepute of oratory." Professor Stoll reminds us that oratory is a communication or it is nothing; the orator, like the poet, is "a man speaking to men." But, he observes, this communicative-

¹ *Journal of the History of Ideas*, VII (January, 1946), 3-34.

ness, this reciprocative quality, has vanished from oratory, and from the other arts as well, leaving them essentially undemocratic. The result in poetry and fiction has been the emergence of a cult of the esoteric and unintelligible, while in speaking the audience (unlike the audiences of Demosthenes and Cicero) no longer has a part. The teacher of speech echoes Professor Stoll's insistence that if oratory is to serve any useful purpose in a democracy, if it is to rise above vainglory and exhibition, the audience must obviously play an important part in the speaking situation. This concept has been central in the best speech pedagogy, at least since Aristotle devoted one third of his *Rhetoric* to audience analysis and pointed out that it is the audience which determines the very end or object of the speech. The speaker must keep a particular audience in his mind's eye as he selects and organizes his material, and when at last he stands before that audience he must be sensitive to their reactions to his ideas. An audience does not often speak aloud, but it communicates in many ways its approval or rejection, interest or boredom, understanding or bewilderment, delight or displeasure. Of all this the student speaker must be made acutely aware.

Indeed, this insistence upon analysis of and responsiveness to one's audience is in some ways the most important contribution which the teacher of public speaking can make to a student's education. The goal is a kind of *social sensitivity*—a perception of what on a specific occasion is appropriate and what is not, a feeling for what must be said and what left unsaid, the exercise of good taste in the choice of words and manner of utterance so as not to grieve the judicious. It is the ability, if this does not sound too mawkish, to apply the Golden Rule to a speaking situation. Such social sensitivity, it need hardly be said, is tragically rare among both public and private speakers. Who among us has not cringed in misery while a speaker in an inept attempt to be clever embarrassed the guest whom he was presenting to the assembly? Who has not sat in furious impotence while some chairman encroached interminably upon a speaker's allotted time with a flatulent introduction? Who has not winced when a self-centered, imperceptive orator misjudged the knowledge or intelligence of his audience or thoughtlessly violated the mood of the

occasion? Who . . . but enough. Such breaches of courtesy and good taste are not restricted to third-rate politicians and people of low intelligence; they are commonly committed in the classroom by learned professors and on the platform by eminent deans. They are not technical errors primarily; they spring from thoughtlessness and lack of sensitivity to the feelings of other people and to the requirements of the occasion, and they are as common off the platform as on.

IV

The intelligent, conscientious teacher of public speaking attempts not only to inculcate certain attitudes toward subject matter and toward the audience, but he seeks also to instill in the student a fundamental attitude toward himself. Large numbers of people enroll in public speaking classes each year with an earnest desire to "improve" themselves. They want to overcome feelings of inadequacy and inferiority, to make a better impression on other people, and thereby to get ahead in the world. These aims are not in themselves reprehensible; self-improvement is a worthy enterprise. But some of these people have been misled by seductive advertising and over-enthusiastic salesmanship to the belief that speech training offers a quick, easy avenue to self-improvement. One can turn the trick, it is believed, in a dozen painless lessons. One has only to learn a sure-fire recipe (something as alluring as, for example, "Stand up; speak up; shut up"), master a few flashy techniques for winning friends and influencing people, and lo! the world is his oyster.

The teacher who is not a charlatan will straightway disenchant the holder of such a belief. He must be told that a veneer acquired in ten weeks will promptly rub off, and that it will never impress any discriminating person as being anything but a veneer. He must be made to see that the chances are negligible that a superficial, uninformed, brassy person will be other than a superficial, uninformed, brassy speaker. He must be told, though he will not like it, that he is not likely to become a more effective speaker than he is a person, that the speaker *is* the person, and the shortcomings of the person are almost of necessity the shortcomings of the person

qua speaker. Centuries ago Ben Jonson gave vivid expression to this point of view: "Language most shows a man; speak, that I may see thee. It springs out of the most retired and inmost parts of us, and is the image of the parent of it, the mind. No glass renders a man's form or likeness so true as his speech." For the seeker after quick, easy success, for him who covets immediate "power through speech," this is a crushing blow. It shatters the attractive delusion that any shipping clerk or insurance salesman, however limited his education, experience, or intellectual capacity, can through a prescribed number of lessons put on eloquence like a cloak, and so carry all before him.

The implications of all this for speech pedagogy are clear. If a man does reveal himself through his speech, he will do well to determine whether he has a self worth revealing, and if not, to do something about it. And if, as Benjamin Jowett observes, "Speech is not a separate faculty, but the expression of all our faculties. . . of which the instrument is not the tongue only, but more than half the human frame," it follows that the job of becoming a good public speaker, like that of becoming an educated, informed, well-adjusted person, is a lifetime job. The teacher of public speaking feels he has an important contribution to make to this development. While obviously he cannot hope to have an intimate knowledge of all subject-matter fields touched upon in student speeches, he can insist upon accurate identification of sources, careful testing of these sources for reliability, authoritativeness, and lack of bias; and he can demand in the speeches given in his classroom factual material adequate to support generalizations, valid inference from facts presented, and inner consistency. He can, moreover, provide a laboratory and opportunities for practice; he can assist the speaker in analyzing his audience, and the audience in evaluating the speaker—to their mutual advantage; he can call attention to distracting mannerisms, idiosyncracies of speech and action, verbal inaccuracies and improprieties, undesirable attitudes, and other impairments of the speaker's effectiveness; and he can aid in the organization and presentation of material. But indispensable to the achievement of the teacher's task are students who are sensitive, thoughtful, informed human beings, or who are aware of the necessity of becoming so.

V

The temptation is great to extend this discussion to other areas of the field—to deal, for example, with prevalent misconceptions regarding the teaching of oral reading, or as it is frequently referred to in the catalogue, the Oral Interpretation of Literature. To my friend, the English professor, this still means “Elocution,” with its inevitable connotations of simpering adolescents “speaking pieces,” affected females rapturously declaiming “The Little Brown House Under the Apple Tree,” and grown men with orotund voices intoning “The Bells” or thundering the “Call to Arms.” I beg leave to report that, except for rare vestigial remains, Elocution is no longer with us, that it fell victim decades ago to its own excesses. In oral reading as in public speaking, communication, not exhibition, is the goal. Today’s emphasis is upon thorough understanding and appreciation of subject matter as a basis for communicating to one’s hearers the writer’s thoughts and feelings. But I have given my word not to be led farther afield.

In setting down these remarks upon the teaching of speech, I do not pretend to speak for all my colleagues. I believe, however, that I do speak for a substantial and steadily increasing number. I am aware that my reader may balk at the apparent attribution of omniscience, or at least of remarkable versatility, to the teacher of speech. I have implied that he must be at once grammarian, logician, rhetorician, psychologist, phonetician, and withal a person of good taste, good judgment, and wide information. It need hardly be said that all of us do not possess these qualifications, that some of us fall pitifully short of such an ideal standard. Hence, much of the criticism to which I have alluded is justified. But it has been my observation that criticism seldom concerns the incompetence of individual teachers; it comes most often from critics who are victims of their associations, who unconsciously identify “speech” with that course in declamation taken thirty years ago or with advertised courses in personality development or salesmanship. It is as though one were to judge departments of English composition by the effusions of the radio huckster who guarantees to increase your earning power by \$5000 through a miraculous enlargement of your vocabulary.

The foregoing exposition has been presented in the interest of mitigating this tendency toward the imputation of guilt by association, and in the hope of clarifying to some degree just what it is that we are about. It is even hoped that the day may yet come when the rejoinder "I teach speech" will constitute a communication, instead of eliciting the Long Pregnant Pause, in which are conjured up images of things long past or things that never were.

A LINGUIST'S VIEW OF THE CURRENT PUBLIC SCHOOL CONTROVERSY

By NORMAN P. SACKS

Oberlin College

Hugh Fraser's article "In Defense of the Critics of American Public Education,"¹ might have been more effective had he changed *the* to *some* in the title and criticized "progressive" educators partitively rather than generically. Moreover, in asserting that we need have no fear of the "crackpots," he appears to dismiss too lightly the effect of such individuals, especially when they operate with strong support at a time of national and international tension. He and we must not fail to distinguish between honest criticism of the public schools on the one hand and an organized assault upon that system on the other; between the responsible critic and the irresponsible smear-spreader, seeking to exploit our fears and discontent. In the case of the latter type of "critic," educators and all others concerned with the welfare of our schools can hardly reject Mr. Dooley's counsel: "You can refuse to love a man, you can refuse to play with him, you can refuse to lend him money—but, if he wants a fight, you have got to oblige him."

II

Two obvious considerations come to mind in surveying the present attacks upon our schools. In the first place, such attacks are not new. And in the second place, they are inevitable. One observer, who ought to know about such matters, wrote twelve years ago: "Five times in two decades a wave of censorship has rolled up on the schools. And if these were plotted on a time line they would coincide fairly closely with the ups and downs of the curves of social hysteria and conflict."²

¹ *School and Society*, Vol. 74, No. 1923, pp. 261-262, October 27, 1951.

² Harold Rugg, *That Men May Understand* (New York: Doubleday, Doran, 1941), p. 128.

That our public schools and the educational philosophy underlying them should at present be under attack is not to be wondered at.¹ The bumper crop of World War II babies, now of elementary school age, has created a need for additional school buildings, and many "progressive" educators hold that new school construction might more nearly follow the pattern of the nation's hospitals, hotels, and theaters rather than that of its tenements and barns. Opposed to this is the nostalgia in some quarters for the little red schoolhouse, despite the possible ambiguity of one of the adjectives, to say nothing of the inflationary pinch which understandably forces well-meaning and financially hard-pressed home-owners to act contrary to the best interests of their own children.² Thus, not only business and propertied interests are beginning to raise questions, but also the "little fellow" trying to keep one step ahead of the bank or the FHA.

An educational philosophy which encourages the discussion of controversial issues will surely draw criticism from those who fear the possible political, economic, and social changes in our society which may result from an undogmatic, unchauvinistic, self-critical, liberal analysis of our past history and present problems. Sacred cows are not mistreated without protest from their worshippers. And critical times are not only likely to bring out the best in the good but the worst in the bad. *Right-minded* professional patriots abound, with the ubiquitous Mr. Zoll at the head of the class, though it is well to recall that such men as he are not so much causes as symptoms of deep disturbances. To paraphrase Voltaire, and with no sacrilegious intent, *si Zoll n'existait pas, il faudrait l'inventer*. While attacks from such quarters cannot go unchallenged, the task of following up each and every one might be analogous to cleansing the Augean stables. We may therefore have to wait for an unadulterated peaceful epoch, at which time the soil won't be so fertile as to breed certain species.

¹ Morris Mitchell in his article "Fever Spots in American Education" (*The Nation*, Vol. 173, No. 17, pp. 344-347, October 27, 1951) speaks of the following four related groups which are responsible for the attacks upon the public schools: "real-estate conservatives, super-patriots, dogma peddlers, and race haters."

² The refusal on the part of the voters of Levittown, Long Island, in June of 1951, to approve the construction of a new school is a case in point. See Frederick C. McLaughlin's article "Education Is Not Expendable" (*The Nation*, Vol. 173, No. 22, pp. 470-472, December 1, 1951).

Finally, a relativistic and pluralistic philosophy of education, generally shared by "progressive" educators, will inevitably invite the opposition of views absolutistic and monistic. Educational institutions are presumably designed to seek the truth, and, though the crimes committed in the fair name of *Veritas* are legion, there are any number of groups representing any number of interests grinding any number of axes that believe they already have the truth; and, what's more, they feel duty bound to proclaim that truth in stentorian tones. Now, of course, they may be right, in which case the schools could either go out of business or abandon their present objective in favor of indoctrination or play. Or might we feebly suggest in these intemperate times that no one has a monopoly on truth any more than he has on vice.

To sum up: The present virulent attacks upon the public schools are little more than slight variations on an old theme hammered at largely by those fearful or distrustful of ideas, hostile to change, and bent upon conformity in the name of patriotism. Such attacks are as inevitable as sin, and educators can ill afford to ignore them. To attempt to reply to all of them, however, might not represent the most profitable expenditure of intellectual energy. Moreover, we may take comfort from the fact that it will all blow over eventually, though, to be sure, it may blow some of us with it.

III

Of course, not all critics of our public schools and of "progressive" educators are of the same stamp. Many criticisms, some of them plausible, have come from persons of at least modest intelligence who cannot fairly be classified as knaves, blackguards, obscurantists, reactionaries, or by any of the other numerous epithets which are more emotional than they are descriptive. The unfortunate use of pretentious jargon as an apparent substitute for thought has often been referred to.¹ The use of audio-visual

¹ See, for example, Clifton Hall, "The Alms-Basket of Words" (*School and Society*, Vol. 75, No. 1941, pp. 129-133, March 1, 1952). This is not to deny the need of technical terminology as a kind of "intellectual shorthand," or the desirability of replacing emotionally suggestive common words by terms devoid of emotional connotations. See Robert H. Thouless, *How to Think Straight* (New York: Simon and Schuster, 1950), pp. 8 and 64. We are merely calling attention to the abuse rather than the use of "jargon."

aids is, of course, not without merit, but if carried too far, it might ultimately lead, as Joseph Wood Krutch rightly fears, to the destruction of the ability to read.¹ Authoritarianism in the classroom may very well have been undesirable in the good or bad old days, but, in view of the large number of undisciplined youngsters nowadays, disrespectful of parents and teachers alike, would it be unfair to inquire as to the wisdom of replacing one evil by another evil?²

The attitude of professional educators toward professors of academic subjects calls for some comment. If a recent article³ is at all representative of the educator's opinion, then the liberal arts professor answers to the following description:

1. He is interested in knowledge for its own sake and in the acquisition of information which is largely devoid of social significance or application. The education specialist, on the other hand, is primarily interested in the individual and in his growth as a person and as a member of society.

2. He is interested in having the student memorize or learn bodies of factual information without troubling to develop in the student the power to think, evaluate, or apply. It goes without saying that the professor of education regards such a view of learning as false.

3. He is not concerned with the student's purposes.

4. He seems very little interested in the elementary school situation.

Making proper allowance for the fact that one is apt to become more absolute from the necessity of protecting his own existence (and the mere championing of any position virtually rules out complete objectivity), the educator's picture of the *homo academicus* cannot be dismissed out of hand, for there is more than a modicum of truth in it. However, it is misleading to suggest that an interest in knowledge *per se* and an interest in the individual are

¹ See his "Freedom for Radio and TV?" (*Commentary*, Vol. 10, No. 5, pp. 434-438, November, 1950).

² Not all "progressive" educators have favored the extension of liberty to license or overlooked the importance of balancing freedom with some discipline (see Rugg, pp. 305-306). Moreover, in all fairness to "progressive" educators, the total responsibility for the present state of our youth cannot be laid at their doors.

³ Edwin H. Reeder, "The Quarrel Between Professors of Academic Subjects and Professors of Education: An Analysis" (*Bulletin, American Association of University Professors*, Vol. 37, No. 3, pp. 506-521, Autumn, 1951).

mutually exclusive; that the intellectual interests and productions of academic scholars are necessarily lacking in social utility or that social significance need be the sole major criterion for assessing intellectual effort; that the assimilation of factual information cannot *ipso facto* be accompanied by the development of the power to think, evaluate, or apply. To be sure, there are liberal arts practitioners who fit the stereotype cast by the professor of education, but to generalize for the guild in the terms outlined is intellectually risky.

It is no revelation to say that all of us, regardless of field of specialization, operate within a limited intellectual framework. The "progressive" educator, however admirable his liberal outlook or his sense of mission, is no exception. He is a product of our democratic ideal of universal public education, which, noble and desirable an end though it be, makes highly improbable the pursuit of high standards. Heading a New World revolt against an Old World educational system, the "progressive" educator, like many revolutionists, has thrown out the good with the bad and has already gone too far in his rejection of the traditional. The old is not necessarily bad; the new is not necessarily good. And one who adheres to this line of thought is not necessarily an intellectual reactionary or a "subject-centered fossil." Admittedly, the "progressive" educator looks principally to psychology and sociology for his scientific underpinning. These fields, in which the best work is now being done in *this* country, if I am reliably informed, are, to be sure, undeserving of a certain old-maidish disdain shown them by older, longer established fields, which are apt to look upon them as ill-mannered interlopers. However, as relative newcomers in the educational world, confronted by difficulties unknown to the natural and physical sciences, psychology and sociology seem ever in need of refinement in terminology, definition, and method. Though Thomas Huxley's definition of science as "trained and organized common sense" may well apply to these studies, they, new fields zealous of becoming solidly established, are apt to claim too much, just as older fields, out of a desire to maintain their established position, are likely to overreach themselves in their own defense. To the extent that the basic sciences of the "progressive" educator are in error or offer inadequately

tested generalizations and attitudes, to that extent is the educator himself likely to be in error.

If Morris Cohen is correct in believing human sympathy to be a major force in social reform,¹ then the "progressive" educator must make in his thinking a greater place for literary studies than he seems to have done heretofore. Such studies, if judiciously selected, not only serve to enrich our sense of values, enlarge the range of our experience, and produce an imaginative flexibility, but they also awaken a social consciousness. There is no reason why acute insights of first-rate psychological and social novelists, for example, cannot fertilize the investigations of psychologists and sociologists, while objective studies by the latter may in their turn serve as a check upon literarily inspired generalizations about man and society. Such cultural symbiosis cannot fail to redound to the advantage of the educator and to those who come under his influence.

IV

Allied to a certain extent with the "progressive" educator's underemphasis upon literary works is his neglect of, if not downright antagonism toward, the study of foreign languages in our schools,² a problem to which special treatment will be accorded here.

When I, a linguist, present the case for foreign language study and foreign language requirements, I am naturally speaking *pro domo mea*. I am well aware that what follows may very likely be dismissed as a piece of special pleading, a defense of a "vested" interest (some academic or educational interests seem somehow

¹ See his *The Faith of a Liberal* (New York: Henry Holt and Company, 1946), p. 116.

² A case in point is the legislation passed in January and April, 1951, by the California State Board of Education whereby foreign languages were not only excluded from the required curriculum in general education but were also eliminated as a graduation requirement in any curriculum in any State College in California (cited from the *Modern Language Forum*, Vol. 36, p. 73, September-December, 1951). A heartening reversal by a professional educator of a previously held position with regard to the place of foreign languages in American education is that of United States Commissioner of Education, Earl J. McGrath. At a Conference on General Education, held at Florida State University, November 20, 1950, Mr. McGrath declared foreign language study to be an "essential element in a general education program for all college youth" (cited from *Hispania*, Vol. 34, p. 198, May, 1951).

not "vested," but rather the product of disembodied spirits). Nevertheless, since indifference or antipathy to the study of foreign languages represents one of the serious blind spots in the intellectual equipment of all too many "progressive" educators, at least from where I sit, it behooves us to devote some space to this problem.

It may be that the attitude of "progressive" educators to foreign language study is traceable to some such "logical" pattern as the following: the "humanities" belong to an aristocratic, genteel tradition; foreign languages are descendants from the "humanities"; therefore, foreign languages don't belong, or they deserve de-emphasis, in a democratic educational system. Or perhaps the syllogism reads thus: In a democratic society in which everyone must be educated, certain studies will prove to be too difficult for all students; foreign languages are too difficult for all students; therefore, foreign languages don't belong, or at best deserve to be at the bottom of the menu, in a democratic school system.

Now it is easy, especially for an advocate, to overstate the case for foreign languages in our schools. Some arguments have been advanced which are irrelevant, unsupported by evidence, or not altogether convincing. Attributing "disciplinary" value to the study of a language, for example, raises first the question as to what "disciplinary" means, and secondly what special claim language study has to this vaguely defined virtue. Automatic transfer of training, as an inevitable outcome of language study, still remains more an article of faith than a matter of fact.¹ The attempt to brush aside English translations as of little or no value needs to be examined rather closely. Though a translation is no adequate substitute for the original, it is still much better than total ignorance of a foreign work and it may convey the ideas of the original reasonably well. Few of us who deride translations have read the Bible in Hebrew and Greek or Tolstoy in Russian. Some enthusiasts unfortunately tend to equate foreign language study with "culture," thereby not only wrongly identifying the part with the whole, but also ignoring the anthropological concept of "culture,"

¹ See Robert D. Cole and James B. Tharp, *Modern Foreign Languages and Their Teaching* (New York: D. Appleton-Century, 1937), p. 34; and Walter V. Kaulfers, *Modern Languages for Modern Schools* (New York: McGraw-Hill, 1942), pp. 26-27.

which is a necessary complement to the older humanistic notion. Moreover, it is content, and not linguistic form, that is the determinant, for nonsense and third-rate material have about as much "cultural" value in French as they have in English. That international peace may become a reality once we know other languages is a tempting notion to entertain, though it is something of an oversimplification. The revolt of the American colonies against England, of the Spanish American colonies against Spain, the wars between Latin American nations (*e. g.*, the Paraguayan War, the War of the Pacific, the Gran Chaco dispute) show that conflict may arise between nations or political groupings speaking the same tongue. Moreover, civil wars and domestic quarrels regularly arise between people who not only "understand" each other linguistically, but may in some cases understand each other only too well. And language, as we all know, is not only an instrument of understanding, but also one of misunderstanding.

If foreign language proponents, on occasion, understandably overstep the bounds of realizable objectives, the anti-language arsenal of the "progressive" educator has its share of obsolete and ineffective weapons.

Times have changed, not only politically but also methodologically, since Heywood Broun issued his well-known quip against foreign languages: "I studied Elementary French because I was going to Paris, but when I got to Paris I discovered that they didn't speak Elementary French." Broun's situation is reminiscent of Chaucer's Prioress, for whom the "Frensh of Parys was unknowe," but the American student of today, thanks to new methods with oral emphasis, is in a position to speak the language "ful faire and fetisly." This is not to say that the country hasn't an embarrassingly large number of people who have "had" a foreign language and whose proficiency is, to say the least, rather dubious (whether they are more or less numerous than those who have "had" a natural or social science and whose thinking along many lines can hardly be called "scientific," I prefer to leave to the statisticians). However, it is well for "progressive" educators to bear in mind that foreign language methodology has come a long way since the day when parsing, rote memorization of paradigms, verbal nonsense, and an abnormal concern with grammatical nomen-

clature constituted the core of a language program. Statistical studies of vocabulary, idioms, and syntactical constructions, based upon range and frequency, have, despite their limitations, eliminated a considerable amount of waste motion in the study of a foreign language, especially with regard to the reading objective. And the widely heralded though misnamed "Army method," which made the American people so language-conscious during World War II, has demonstrated how a conversational facility can be developed within a relatively short time when favorable pedagogical and study conditions are brought to bear upon a limited aim.

V

But it is unfortunate that "progressive" educators frequently consider only the "tool" aspect of foreign language study. That a reading knowledge of a foreign language is essential to a scholar or scientist who desires to keep abreast of his field, none can deny. The inference that language study need not be undertaken except by advanced students and scholars who require it in their research seems, however, untenable. Intelligent language study cannot be undertaken apart from content, and if that content be the great works and ideas, the history, the psychology, and the way of life of a people, it follows that the study of a language becomes in effect the study of a civilization.¹ If the English language has served as a conveyor belt for our knowledge of the English-speaking world, there is no reason to suppose that a similar service cannot be rendered by other languages. Such a program as outlined here is not a luxury for the few but a necessity for the many, and while it is not certain to usher in an era of peace and plenty, it should nonetheless make some contribution to that elusive international understanding we all seek. During the war, a gadget-enamored, isolationist-minded people was converted into a language-conscious, international-minded nation. Are we to revert to an earlier state now that we have a technical peace?

¹ For a statement, by a non-linguist, of this point of view, see Jacques Barzun, *Teacher in America* (Boston: Little, Brown and Company, 1945), p. 136.

It is often said that Europeans are better linguists than Americans largely because the geography of Europe is such as to provide greater incentives and opportunities for language study, which are lacking in our monolingual, geographically isolated nation. This view is only fractionally true, since European linguistic superiority would seem rather to be due chiefly to the fact that Europeans begin the study of a foreign language earlier than we do and continue their study for a longer period than we. In this connection it is of interest to note that in those areas of the United States where a foreign language (usually Spanish) is the tongue of one's neighbor, the teaching of that language in the elementary schools is required by law and has the support of "progressive" educators.¹ The practice of starting language instruction in the grade schools (even as early as the first grade) seems to be spreading, judging from the evidence offered by current issues of pedagogical journals devoted to foreign language teaching. This praiseworthy idea deserves every encouragement, and because of its implications and potentialities, I trust that "progressive" educators will continue to support its extension. It seems to me that the question to which we must address ourselves is not whether the foreign language program *as at present constituted* is a valid requirement for all students, but whether the required study of foreign languages, and through them foreign cultures, under *present conditions of living* is valid. If the answer be in the affirmative, then foreign language programs must be set up to insure the attainment of the social-civic and cultural goals befitting a nation which has assumed the burden and the responsibility of world leadership.

It may of course be argued, as it has often been argued, that foreign languages, like mathematics, are too difficult for students generally and should be reserved only for those with the ability to profit by their study. It is doubtful, however, whether the mortality rate in foreign languages (which may or may not be greater than in other fields) is due to an absence of language talent, for whatever evidence we have seems to point to the fact that no spe-

¹ See Elton Hocking "Gift of Tongues" (*National Education Association Journal*, Vol. 39, No. 4, pp. 260-261, April, 1950) and Theodore Huebener, "Vocational Opportunities for Foreign Language Students" (*The Modern Language Journal*, Supplementary Series, No. 1, pp. 32-33, 1949).

cial aptitude is required for language study.¹ The phenomenon of a "language block," often a cover for inadequacies of various sorts, has been greatly exaggerated. If all other possible explanations for a language failure have been exhausted, congenital incapacity alone remaining, it might be the better part of mercy to excuse a student from further suffering, lest he transfer his antagonism for the language to the speakers of that language and thus set back the cause of international amity. At the same time it might be in order to inquire of such a student how he ever managed to speak and read English.

VI

A by-product of the "progressive" educator's neglect of foreign languages is his failure to utilize the fruits of investigations by that segment of foreign language scholars known as "linguistic scientists." Among the lessons taught by these scholars, which should be of considerable interest and value to "progressive" educators, are the following:²

1. Our conventional notions regarding "correctness" in grammar and speech, a heritage of the eighteenth century, are antiquated, unscientific, and should be abandoned. Thus, such speech forms and usages as the following may be considered acceptable and not "incorrect": *It's me* (or *It is I*); *who* for *whom* as an objective form; *will* for *shall* in the future tense; the double negative (once fashionable in literary English); splitting the infinitive; ending a sentence with a preposition; etc., etc.

2. The older notion of "correctness" in language should be

¹ See Cole and Tharp, pp. 448-451. As a matter of fact, feeble-minded people seemed to develop some ability to speak a foreign language, according to one experiment (see Paul F. Angiolillo, "French for the Feeble-minded: An Experiment," *The Modern Language Journal*, Vol. XXVI, No. 4, pp. 266-271, April, 1942).

² These lessons, and others, may be found in such books as the following: Robert A. Hall, *Leave Your Language Alone!* (Ithaca, N. Y.: Linguistica, 1950), Edgar H. Sturtevant, *An Introduction to Linguistic Science* (New Haven: Yale University Press, 1947), and Leonard Bloomfield, *Language* (New York: Henry Holt and Company, 1933). These books are listed in the order of progressive difficulty. For a criticism of the philosophy and the emphases of linguistic scientists (or descriptive linguists) by one who is himself a linguist, see Mario A. Pei, *The Story of Language* (Philadelphia and New York: J. B. Lippincott Company, 1949), pp. 406-419. It is, of course, possible for one, even a linguistic scientist, to suffer from the overzealousness of the reformer.

replaced by the concept of "social acceptability." In other words, *I ain't going* isn't "wrong"; it is, however, not likely to win friends (and it may influence people) in certain social strata.

3. Language cannot be subjected to absolute standards. Speech is a relative phenomenon, and usage by large numbers of educated people is sufficient protection against the charge of "incorrectness."¹

4. A language is never fixed in a final form (the Spanish Academy's motto—*limpia, fija y da esplendor*—to the contrary notwithstanding). All languages undergo change, and this change should be regarded in terms of *evolution*, rather than *corruption*. The concept of "purity" in language, like the concept of "purity" of race, is without foundation.

5. Whatever may be the virtues of Latin grammar (and they are many), its use as a mold, into which the ever-changing English language should be poured, is not one of them. It is to the widespread effort to describe English in terms of Latin grammar that we owe such rules as the following: "It is wrong to end a sentence with a preposition"; "It is wrong to use the double negative"; "The verb *to be* never takes a direct object" (*it's me* is therefore "wrong" because the Romans said *sum ego* rather than *sum me*).²

6. Language is fundamentally speech, and a writing system is nothing more than an attempt, however imperfect, to reflect that speech. Language may exist apart from writing, and a change in the system of writing does not affect the language at all. Though the Japanese have several systems of writing, the language is still the same no matter how it is written. The Turks formerly used the Arabic alphabet, but Turkish hasn't suffered any change as a result of the adoption of the Roman alphabet in place of the Arabic. The Serbs and the Croats speak basically the same language despite the fact that the Serbs, who are Orthodox, use the Cyrillic

¹ Popular articles have begun to appear under this banner. See, for example, Norman Lewis "Who's Mispronouncing Now?" (*Harper's Magazine*, Vol. 203, No. 1217, pp. 95-97, October, 1951).

² See Hall, p. 15, Stuart Robertson, *The Development of Modern English* (New York: Prentice-Hall, 1938), pp. 527-528, and George O. Curme, *Syntax* (Boston: D. C. Heath and Company, 1931), pp. 139-140. To support the ban on the double negative by an appeal to "logic" is unavailing, for in whose mind, save that of a mischievous logician, would the negatives cancel out each other?

alphabet, while the Croats, who are Catholic, employ the Roman.¹ If *sound* is the basic factor in language, and *spelling* is secondary, and if a change in the system of orthography does not alter the language itself, then "progressive" educators would do well to devote some attention to the problem of the revision of English orthography and to the desirability of teaching reading in the elementary schools in terms of sound rather than spelling. This would not only be a more scientific approach to the problem of reading; it would, also according to some estimates, actually save at least two years of a child's time.² It isn't that Spanish, for example, is "naturally" a more "phonetic" language than English; it was made so by orthographic reform. And the efforts made by the Academy of Sciences of Lisbon and the Brazilian Academy of Letters to make Portuguese spelling more rational demonstrate what can be done when the will and the support are there.

7. Words are symbols and their meanings are purely arbitrary.³ That there is no inherent connection between a word and what it means is obvious to anyone who has studied a foreign language. The same man is known in English as *taylor*, in German as *Schneider*, in Dutch as *kleermaker*, in Spanish as *sastre*, and in Portuguese as *alfaiate*. The barking of a dog is imitated in English by *bow-wow*.

¹ See Bloomfield, p. 21, and Pei, pp. 198-199.

² See Hall, pp. 193-199, Sturtevant, pp. 25-26, and Bloomfield, pp. 500-503. From a widely circulated "little dictionary" designed for very young children (and this is typical of the spelling approach to reading), I find the following association of words with letters of the alphabet: *a* with *airplane*, *apple*, *apron*, and *automobile* (four sounds for "a"); *c* with *cake*, *celery*, *chair*, and *Christmas* (three sounds for "c," with "ch" accounting for two); *e* with *Easter egg* and *elephant* (three sounds for "e"); *g* with *garage* and *giraffe* (three sounds for "g"); *i* with *ice-cream cone* and *Indian* (two sounds for "i"); *k* with *key*, *kite*, and *knife* (there is a slight difference between the *k* of *key* and that of *kite* because of the following vowel, and the *k* of *knife*, being silent, is meaningless to a child); *o* with *orange*, *overalls*, and *owl* (three sounds for "o"); *s* with *sailboat* and *ship* (two sounds for "s"). Actually, the *sh* of *ship* has no more to do with "s" than the *ch* of *chair* has to do with "c"; they are individual primary phonemes, as are the *c* in *cake* and the *s* in *sailboat*. As for *automobile*, the *au* (not "a") has the same sound as *ou* in *ought*. What meaning can the spelling approach have to a child? On the matter of spelling reform, arguments opposing it seem less valid than those in support. For a summary of the whole question, see Robertson, pp. 263-307.

³ Linguistic scientists have, unfortunately, done relatively little in the field of semantics, in contrast to their contributions in phonology and morphology. The complexity and ramifications of the problem of meaning have served as a deterrent. The semantic contributions of Ogden and Richards and Korzybski, together with their followers, not being the work of foreign language scholars or "linguistic scientists," fall outside the scope of this paper.

in French by *gnaf-gnaf*, in Japanese by *wan-wan*. The implications of this principle for all manner of verbal taboos and word-magic are apparent.

8. The meaning of words is relative, not absolute. In this country, a person with any proportion of Negro ancestry is classified as a "Negro."¹ However, in Imperial Brazil, according to Sir Richard Burton in his book *The Highlands of Brazil*, "all men, especially free men, who are not black are white; and often a man is officially white, but naturally almost a Negro."²

9. The meaning of a word varies with its context.³ The term "Communist" didn't conjure up quite the same associations during the Russian defense of Stalingrad against the Germans as it has during the war in Korea. Nor does "Fascist" evoke quite the same response today as it did when Hitler and Mussolini walked the earth. As Wendell Johnson put it: "To a mouse, cheese is cheese. That is why mousetraps are effective."⁴

10. Meaning reflects the ever-changing course of human life. Words, therefore, may suffer changes in meaning in the course of time. The meaning may be *narrowed* (e.g., *meat* once meant "food"), or *expanded* (e.g., *barn* once meant "barley-place"), or *elevated* (e.g., *angel* once meant merely "messenger"), or it may *degenerate* (e.g., *lewd* once meant merely "ignorant"). Comparisons of German and English cognates (e.g., *Knabe* and *knave*) or French and English cognates (e.g., French *cave* "cellar" and English *cave*) also illustrate the phenomenon of semantic change. It would be fruitful to study in the *New English Dictionary* the changes in meaning undergone by such words as *democracy* and *communism*.⁵ It was Ortega y Gasset who somewhere said: "Whoever aspires to understand man—that eternal tramp, a thing essentially on

¹ For a discussion of the possible reason behind such a classification in this country, see S. I. Hayakawa, *Language in Thought and Action* (New York: Harcourt, Brace and Company, 1949), p. 211.

² Cited by Gilberto Freyre in his *Brazil: An Interpretation* (New York: Alfred A. Knopf, 1945), p. 97.

³ The notion that the context may be physical or psychological as well as symbolic has been developed by the Ogden and Richards and Korzybski schools of semantics.

⁴ *People in Quandaries* (New York: Harper and Brothers, 1946), p. 192.

⁵ See Bloomfield, pp. 425-443, Margaret Schlauch, *The Gift of Tongues* (New York: Modern Age Books, 1942), pp. 117-123, and Louis H. Gray, *Foundations of Language* (New York: The Macmillan Company, 1939), pp. 273-274.

the road—must throw overboard all immobile concepts and learn to think in ever-shifting terms.”

This summary of some of the more important conclusions of linguistics suggests that the approach of linguistic scientists to the study of language is marked by tolerance, relativism, and a democratic spirit. And this cannot fail to strike a responsive chord in “progressive” educators.

VII

The disproportionate amount of space devoted to the foreign language “problem,” coming as it does from a linguist, is at least understandable, even if it should not be pardonable. There is no desire to suggest here that the educational millenium would be close at hand if only “progressive” educators would consider foreign languages in the same light as do foreign language teachers. An attempt has been made to examine the situation without the verbal abuse and emotive epithets at which we are all past masters and which make no undue demands upon our analytic powers. It does appear that a more sympathetic attitude on the part of “progressive” educators to the study of foreign languages in our schools would not only be to the intellectual advantage of the educators, but it would also reduce the area of legitimate criticism of their theory and practice.

The Hugh Fraser article referred to at the beginning of this paper makes mention of the “progressive” educator’s hypersensitivity to and unsympathetic acceptance of any kind of criticism. This calls to mind an observation made by James Harvey Robinson years ago: “The claim to immunity from criticism on the ground of sacredness is by no means confined to religious controversy; it now includes the current system of business, governmental organization, and the family. It is one of the important obstacles in the way of free discussion and readapting our habits so as to bring them into accord with increasing knowledge and new conditions.”¹ Whether “progressive” educators as a class regard themselves as an infallible secular priesthood in the realm of education is hard to say. At any rate, an attitude of this sort, possibly stemming from

¹ *The Ordeal of Civilization* (New York: Harper and Brothers, 1926), p. 736.

a dislike of the traditional, a pride in past and present achievement, or perhaps a sense of insecurity—a mark of the times—is certainly not germane to the spirit in which progressive education was conceived. There is always the possibility of revolutionary principles and practices being frozen into a new orthodoxy. A sensible progressive spirit involves constant re-examination and reappraisal of one's tenets and present position. It would not hesitate to restore, upon reconsideration, elements of the educational past even though they had at one time been repudiated. A genuine progressive in educational thought would not be averse to eclecticism nor would he be unwilling to reply intelligently to honest criticism as to his aims and methods.

Academic subject teachers, on the other hand, should interest themselves more in the public school situation. "Progressive" educators, with all their faults, have at least emphasized the human factor and thrown the spotlight on good teaching. It is as important for academic people to gain some notion as to what "progressive" educators are trying to do as it is for them to develop an intelligent appreciation of the aims and contributions of the various academic fields themselves.¹ Rather than suffer from a bad case of frustration and ulcers, they should adapt their academic programs to the kind of material a democratic school system is likely to produce.

In this neurotic era, attacks upon the schools and upon "un-American" textbooks by unqualified, axe-grinding pressure groups can create havoc far out of proportion to the numbers of the attackers. Academic people, despite their legitimate criticisms of current school practices, should come to the aid of "progressive" educators (who are not thereby relieved of the necessity of rational reply to honest criticism), for the bell that now tolls for one may some day toll for the other.

¹ See my "A House Divided" (*Bulletin*, American Association of University Professors, Vol. 36, No. 3, pp. 546-550, Autumn, 1950).

ADDRESS OF WELCOME¹

Annual Meeting—American Association of University Professors

BY QUINCY WRIGHT

University of Chicago

Members of the American Association of University Professors:

I welcome you to the Thirty-ninth Annual Meeting of our Association and to the City of Chicago. I believe my city is a suitable environment for our deliberations. It combines the best and the worst aspects of American society. Chicago has energy, progressiveness, and determination, but these are combined with an undue proportion of isolationist, reactionary, and dogmatic opinion. In this respect Chicago is a microcosm of the world. As change proceeds more rapidly, the world finds it increasingly difficult to develop values, opinions and ideas which will reconcile the drag of obsolete beliefs which may have been appropriate under conditions which will not return, with the pull of premature opinions, which seek to realize the opportunity of a future not yet here. To discover such mediating ideas is among the tasks of the profession which our Association represents.

Scholars are naturally conservative because it is their business to know the *past* and the limits which its reality imposes upon human effort. At the same time it is their business to deal with *ideas* by which the potentialities of the future can be explored and some of them realized. It is perhaps because of their ceaseless effort to synthesize the past and the future, the real and the ideal, the actual and the potential, that professors are such a mystery to much of the lay public. That public, and the agencies which represent it, are inclined to categorize everyone as either a radical or a reactionary, either a realist or an idealist, either a theorist or a practitioner. In spite of the efforts of the semanticists, the public remains Aristotelian

¹ Given on March 27, 1953, at the Thirty-ninth Annual Meeting of the American Association of University Professors, held in Chicago, Illinois, on March 27-28, 1953.

and resists the belief that, however persons may be classified, every class includes individuals each of whom is different. This individualism is particularly true of our profession. Professors do not form a class that can be categorized, nor is it easy to divide them into a small number of classes. Consequently the public is perplexed and worried about us.

In recent times I think efforts to categorize academic opinion have been unusually fruitless. We have been so aware of the obsolescence of the past and the uncertainties of the future that we have manifested great variations of opinion. All of us, from atomic physicists to classical scholars, and especially the social scientists, recognize that science and invention have revolutionized the material conditions of the world and that institutions, ideas and values have to be adapted to these new conditions. But we differ as to what should be retained and what modified. We probably all would like to have less international tension and less intervention into our private affairs by government and public opinion, to say nothing of our general desire to have less taxes and higher salaries.

We realize that threats of war and threats to freedom are hostile to the life of the mind which our profession regards as the fruit and the test of civilization. We realize that these two threats are related to one another. High international tensions tend to convert all states into garrison-prison-states, and garrison-prison-states tend to be aggressive and to augment international tensions. We want to maintain constitutional liberties, freedom of opinion, freedom of initiative, due processes of law, and equal protection of the laws for ourselves and for everyone else. We deplore the threats to these liberties, whether they come from communists or from Congressional committees. We realize, however, that a public opinion, alarmed by the destructive power of atomic bombs, by the aggressions and threats of Kremlin imperialism and by the advances of communist ideology inclines to subordinate constitutional liberties to what are deemed defense necessities. We can recall other times and places in man's history when the sudden emergence of new ideas, new weapons, and new conquests induced hysteria, demagogery, superstition, and witch hunts.

In this situation our Association has a task of unusual im-

portance. If balance cannot be maintained in universities, it is not to be expected anywhere. It is up to us to see the world clearly and to see it whole, to formulate the relations between international tensions and individual freedoms, to inform the rising generation and the general public on our conclusions, and to maintain conditions within the colleges and universities themselves favorable to the performance of these tasks.

Our discussions during this conference will probably center about the latter topic. We will, as we have in previous conferences, study the threats to academic freedom inherent in the prevailing state of public opinion, and we will try to formulate our position so that the public and its constituted representatives can understand what it is and why it is valuable.

In this task, however, we cannot succeed unless we ourselves are clear that we do not cherish academic freedom as an end in itself or as a special interest of our profession. We believe in academic freedom because we believe it good for our society and for the world. Colleges and universities cannot conserve, promote, and disseminate truth if they are under pressure of other institutions or of a public opinion bent on more immediate objectives, whether those objectives are defense, profit, or propaganda. Scholars and teachers cannot perform the tasks for which universities and colleges appoint them if, because of political, economic, or other pressures, outside or inside their institutions, there is doubt whether what they say and teach is the considered fruit of their own investigations and conclusions. A professor who has become anybody's Charley McCarthy has no reason for existence. If this argument is sound, academic freedom is essential for the progress of truth. If that progress is the essence of civilization, the central importance of academic freedom cannot be denied. It is an essential ingredient of a functioning university, of a democratic state, and of a progressive civilization. As academic suppression has in the past initiated a descending spiral of dogma, tyranny, war, and cultural stagnation, so academic freedom may initiate an ascending spiral of freedom, democracy, peace, and progress.

Realization of the importance of our task should increase our determination to maintain the conditions of freedom in which we can function, and, at the same time, to manifest such wisdom and

responsibility in the exercise of that freedom that each of us individually and each of our institutions can set a model of sanity in a world greatly out of balance. By doing so we may contribute much toward turning the trend toward cold war, garrison states, cultural degeneration, and social pessimism into a renaissance of international cooperation, free democracy, justice, progress, opportunity, and confidence.

Our government has an unparalleled opportunity for leadership in the world, but to utilize that opportunity it needs the aid of those who know most about the conditions of the world, its peoples and its governments, about the causes of national dissatisfactions and international tensions, about the values which build character and civilization and about the probable efficacy of proposed policies in realizing them. It belongs to the colleges and universities to produce people with that knowledge and that wisdom.

We are all aware of active forces in the country which seek to discredit colleges and universities and their faculties. Sometimes this subversive activity flows from misunderstanding or misinformation. Sometimes it seems to flow from knowledge that university trained men and women will not endorse the panaceas or adventures in which certain groups have a special interest. Sometimes, and I think the cases are rare, this animosity has been kindled by instances in which members of our profession have not manifested the wisdom or responsibility which we expect of them.

Let us understand the problem we face and the responsibilities we must shoulder. Let us strive by our collective endeavor to maintain the conditions necessary for our activity, and by our individual action to warrant the confidence which we ask our institutions and our society to have in our wisdom and responsibility.

Confident that our deliberations will forward our understanding of the problems we face and our determination to meet the challenge they present, I welcome you and declare the meeting opened.

THE THIRTY-NINTH ANNUAL MEETING

Chicago, Illinois—March 27-28, 1953

The Thirty-ninth Annual Meeting of the American Association of University Professors was held in Chicago, Illinois at the Conrad Hilton Hotel on Friday and Saturday, March 27-28, 1953. The meeting was preceded on March 26 and followed on March 29 by sessions of the Council of the Association. Two hundred and eighty-three members, representative of 130 institutions, were in attendance at the meeting.

Fred B. Millett, Professor of English Literature and Director of The Honors College, Wesleyan University, President of the Association, was the presiding officer of the meeting.

PROGRAM

Friday, March 27, 1953

9:00-10:15 A. M.—Registration of members and guests.

10:15 A. M.—FIRST SESSION

Address of Welcome, Quincy Wright, Professor of International Law, University of Chicago.

The Rôle of Faculties of Colleges and Universities in the Determination of Institutional Policies—Report of progress on study now being conducted by Committee T on Place and Function of Faculties in College and University Government, Paul W. Ward, Professor of Philosophy, Syracuse University, Chairman.

Questions and discussion.

2:15 P. M.—SECOND SESSION

Academic Retirement—Special reference to annuity policies and relationship of these policies to Social Security coverage, George E. Johnson, Vice-President and General Counsel, Teachers Insurance and Annuity Association of America.

Questions and discussion.

Preparation and Qualifications for College Teaching, Esther Raushenbush, Dean, Sarah Lawrence College; Member of Committee on College Teaching of the American Council on Education.

Questions and discussion.

7:15 P. M.—THIRD SESSION—ANNUAL DINNER

Toastmaster: Fred B. Millett, Director, Honors College, Wesleyan University, President of the Association.

Address, Unity Through Association, Arthur S. Adams, President, American Council on Education.

Address, Universities and Political Authority, Alan Barth, Editorial Staff of *The Washington Post*; author of *The Loyalty of Free Men*.

Guest of Honor: Paul G. Hoffman, Chairman of the Board, Studebaker Corporation; Director, The Fund for the Republic of the Ford Foundation.

Saturday, March 28, 1953

9:30 A. M.—FOURTH SESSION

The State and Work of the Association, Ralph E. Himstead, General Secretary.

Report of Committee A on Academic Freedom and Tenure for 1952, William T. Laprade, Professor of History, Duke University, Chairman.

Recommendations of Committee A and of the Council of the Association Concerning Censured Administrations, Ralph E. Himstead, General Secretary.

2:15 P. M.—FIFTH SESSION

Report of the Committee on Resolutions, DR Scott, Professor of Accounting and Statistics, University of Missouri, First Vice-President of the Association.

Suggestions, questions, and discussion concerning issues and work of the profession and the Association.

Reports of the Results in the Association's Annual Election.

Resolutions

Resolutions on a number of subjects which had received careful consideration by the Council of the Association were presented for action by Professor DR Scott, First Vice-President of the Association, Chairman of the Committee on Resolutions. The resolutions adopted by the meeting follow:

Academic Fitness, Academic Freedom, and Professional Status

The Thirty-ninth Annual Meeting of the American Association of University Professors reaffirms the views on academic fitness, academic freedom, and professional status which were formulated jointly by Committee A on Academic Freedom and Tenure and the Council of the Association, and endorsed in statements adopted

by the Thirty-sixth, the Thirty-seventh and the Thirty-eighth Annual Meetings of the Association.

The tests of the fitness of a college teacher should be his integrity and his professional competence, as demonstrated in instruction and research. These qualifications should be interpreted in terms of the accepted principles and standards of the profession. A teacher who misuses his classroom or other relationships with his students for propaganda purposes or for the advocacy of legally defined subversive action, or who in his extramural relationships is guilty of a legally defined subversive act, is responsible as an individual for the violation of professional principles or of the law of the land, as the case may be. Such a teacher should be dismissed, provided his guilt is established by evidence adduced in a proceeding in which he is given a full measure of due process, as due process is understood in American constitutional law.

The reaffirmation of these views is made with full awareness that in recent years state legislation has gone far in imposing non-disloyalty test oaths upon teachers in the public schools and in the publicly controlled colleges and universities; that the tendency in legislation has been strong to disqualify persons from teaching because of their past or present organizational affiliations; and that the Supreme Court of the United States has sustained the constitutionality of such legislation. Yet the Supreme Court, although it has affirmed the powers of legislatures to determine factors relevant to the fitness of teachers in publicly controlled institutions, has withheld approval of any action which makes membership in a lawful organization, in and of itself, ground for disqualification. Thus, in the Oklahoma Loyalty Oath Case, the Supreme Court of the United States in a unanimous decision on December 12, 1952, declared unconstitutional such an Act of the Legislature of Oklahoma.

The case against non-disloyalty test oaths was well stated in the concurring opinion of Mr. Justice Black in the Oklahoma decision:

"... The Oklahoma Oath Statute is but one manifestation of a national network of laws aimed at coercing and controlling the minds of men. Test oaths are notorious tools of tyranny. When used to shackle the minds they are, or at least they should be, unspeakably odious to a free people. Test oaths are made still more dangerous when combined with bills of attainder which like this Oklahoma Statute impose pains and penalties for past lawful associations and utterances.

"Governments need and have ample power to punish treasonable acts, but it does not follow that they must have a further power to punish thought and speech as distinguished from acts.... And

I cannot too often repeat my belief that the right to speak on matters of public concern must be wholly free or eventually be wholly lost."

Experience has abundantly demonstrated that neither the organizational affiliations of a teacher, if lawful, nor his social, economic, political or religious opinions, however difficult for others to understand and however distasteful to others they may be, are sufficient evidence of disqualification for work in the academic profession. The acceptance of the contrary view leads logically to and invites non-disloyalty test oaths for teachers, and inquisitions into their beliefs and associations and into the internal affairs and policies of colleges and universities. Such oaths and inquisitions are inimical to these institutions and the American way of life. Unprofessional conduct or unlawful acts of a kind that might disqualify one for academic work are personal and can be dealt with wisely and justly only in a proceeding directed to the individual, concerning his professional conduct or his conduct as a citizen.

Loyalty Investigations by Legislative Committees

The Thirty-ninth Annual Meeting of the American Association of University Professors reaffirms the protest of the Thirty-eighth Annual Meeting of the Association against the tendency, in legislative investigations relating to loyalty, toward using the professional writings and utterances, and the lawful personal associations of individuals, to impugn their loyalty without regard to context of time or circumstances. This meeting does not question the power of Congress to conduct investigations for the purpose of securing factual information as a basis for legislation, but reaffirms and reasserts the basic principle of American constitutional law that the function of the legislative branch of the Government is the enactment of legislation and not the prosecution of individuals. The prosecution of individuals is the function of the law-enforcing agencies of the Government. The proper efforts of the Government to protect itself against subversion, as against any other harmful acts, are limited to the enactment of legislation defining and proscribing specific acts as subversive and to the prosecution of individuals who commit legally defined subversive acts, including conspiracy to commit such acts. These efforts should not include the penalizing of thought, expressions of opinion, or personal relationships.

Legislative investigations which are in fact trials of individuals, based on thoughts and opinions, or on personal relationships, encroach upon and discourage freedom of thought, of inquiry, and of expression. Such investigations are, therefore, contrary to basic principles of our constitutional system and inimical to the welfare

of the nation. Today, more than ever before, freedom to inquire, particularly freedom to study national and international relationships and problems upon which national policies must ultimately be based, requires freedom of thought, of inquiry, and of expression. The critical nature of our times, therefore, calls for more, not less, freedom to inquire and to express conclusions reached. Only by encouraging freedom of thought, of inquiry, and of expression can this nation in the long run, if not immediately, achieve wise decisions concerning national and international policies.

Political Investigations of Universities

The Thirty-ninth Annual Meeting of the American Association of University Professors endorses the following statement on "Political Investigations of Universities" which was prepared by a committee of the Princeton University Chapter of the Association, endorsed unanimously by the membership of the Chapter, and released on March 16, 1953:

"We believe that as a body American teachers are responsible, loyal citizens who have overwhelmingly rejected the doctrines of the Communist Party. We believe that American teachers will continue to do so because allegiance to a concept sustained only by authority is incompatible with a teacher's allegiance to the concept of free inquiry. We believe that when it becomes necessary to determine the fitness of a teacher, this can be done most effectively by other teachers in accordance with principles calculated to insure a just and reasonable decision. This is a method long recognized in our profession and in such other professions as law and medicine, whose members have been acknowledged to have the right to judge the fitness of their colleagues.

"We believe that the contrary methods of determining fitness to teach by the application of political tests, standards of conformity, and inquisitorial procedures are methods appropriate to an authoritarian society, not to a society based upon confidence in the ability of men to choose the paths of truth, reason, and justice. Such methods are alien to our national character and make war against our ideal of a free society. Wherever applied or for whatever motive, they have led unfailingly to stagnation and to a withering of the human spirit.

"We view with deep concern the increasing tendency to resort to methods that have produced this result in other ages and in our own time in other countries. Political misuse of legal processes, the stifling of controversy, the suppression of dissent, the banning and censorship of books either because of their ideas or because of what their authors believe, the boycotting of the creative mind—these and other methods of control are among the most dangerous

enemies of a free society. They create a noxious air which men cannot breathe and remain free. They destroy faith in democracy by fomenting doubt and suspicion. They waste our substance at a time when every ounce of strength is needed to meet the grave issues of the day. They present a supposed remedy that will be fatal in its consequences if allowed to go unchecked. And history has proved over and over again that they are futile in combatting the evils attacked.

"In the face of these dangers, we deplore the failure of many of our educational, religious, and political leaders to define the true nature of this growing threat to our intellectual and spiritual heritage and to protest against it. The spirit of free inquiry is not a privilege claimed for a single profession, but the touchstone of our character as a people, the proved source of our national strength. Its defilement in any area of our society is a threat to the entire body politic, for we have had proof enough in our time that liberty is most often effaced by stealthy erosion, not by frontal assault.

"As teachers, loyal to the country and to the ideal of free inquiry which has sustained our nation's material, humanitarian, and spiritual progress, we cannot fail to condemn any inimical force whether proceeding from an avowed enemy or from a misguided friend within. In doing so we take our guidance from our conscience, from our sense of justice, and from the convictions of one of our Founding Fathers who declared: 'The opinions of men are not the object of civil government, nor under its jurisdiction' and 'to suffer the civil magistrate to intrude his powers into the field of opinion and to restrain the profession or propagation of principles on supposition of their ill tendency is a dangerous fallacy.' This belief was purchased through centuries of struggle extending far back into history beyond the discovery of the New World, but when enacted into law in the infancy of our nation was greeted in the Old World as 'an example of legislative wisdom and liberality never before known.' It would be one of the supreme ironies of history and one of the greatest tragedies if the confidence we exhibited in the weakness of youth should be destroyed through fear in the strength of our maturity.

"But we do not believe that this will happen. In the past the American people have repudiated those who 'fear freedom's use but love its useful name' and whose weapons threaten defacement of the temple of liberty itself. We believe they will do so again."

Invoking the Fifth Amendment

If, in the investigation of members of faculties of institutions of higher education by a Committee of the Congress of the United States or other legislative bodies, a faculty member invokes the

Fifth Amendment of the Constitution of the United States as the reason for not replying to questions of the Committee concerning his views and affiliations, and the Committee accepts this reason as a valid constitutional reason for not replying, this, the Thirty-ninth Annual Meeting of the American Association of University Professors, concurs in the judgment of the Council of the Association, reported to the meeting, that invoking the Fifth Amendment in these circumstances is not, in and of itself, justifiable cause for the dismissal of the faculty member. However, since a decision to invoke the Fifth Amendment involves complex legal and ethical considerations, this statement is not to be construed as advising or generally approving such action by teachers under investigation.

Censorship of Textbooks

Aware of a widespread and apparently growing tendency toward the censorship of textbooks by individuals and groups outside the profession of education; convinced that in many cases adverse judgments are made on the basis of slight acquaintance with the subject matter, superficial examination of books, or passages quoted out of context, and that, in some instances, condemnation represents merely the reaction of an individual or group whose interests or prejudices are offended by the treatment of a particular topic; aware, also, that there exist organized groups which are engaged in a systematic attempt to arouse the public against the textbooks which these groups view with disfavor and to force teachers, administrators, and educational boards to adopt books favorable to their views;

In the conviction that, for the proper functioning of our free society, students and all citizens should have ready access to accurate information and well-considered conclusions on all subjects, as determined by competent investigators and thinkers in accordance with tested procedures of science and scholarship; that students particularly should become accustomed to the consideration of conflicting views on controversial subjects; that the discovery and evaluation of facts, the reformulation of judgments, the presentation of results, and the consideration of conflicting views are hampered by censorship, whether deliberately partisan or merely irresponsible; that censorship does the greatest harm at the higher levels of education, which are most directly concerned with the discovery and presentation of new truths; and, finally, that the competence and integrity of the academic profession guarantee the prompt discovery, exposure, and displacement of erroneous or biased presentations, with no need for outside assistance;

This, the Thirty-ninth Annual Meeting of the American Association of University Professors, endorses the action of the Thirty-eighth Annual Meeting in expressing full confidence in the integrity and ability of those professionally responsible for the selection of textbooks, and in the capacity of the academic profession to correct the occasional abuses or failure of those thus responsible. It condemns pressure tactics with reference to the choice of textbooks, particularly by organized groups which seek to advance special interests and points of view. It condemns censorship of textbooks, because such censorship tends to substitute the weakness of propagandistic indoctrination for the strength of education.

Passports for Scholars

Since the search for knowledge and the development of international understanding are indispensable for the establishment and the strengthening of a free and orderly world, American scholars in the pursuit of scholarship should be unhampered in foreign travel. The Thirty-ninth Annual Meeting of the American Association of University Professors, therefore, reaffirms the action of the Thirty-eighth Annual Meeting of the Association in urging that governmental agencies facilitate the granting of passports to scholars who wish to attend meetings or to teach or to carry on research abroad, and in urging the removal of legislative and administrative barriers to the visits of foreign scholars and students to this country.

The Principles of Academic Tenure and the National Emergency

The Thirty-ninth Annual Meeting of the American Association of University Professors reaffirms the views expressed in a resolution entitled "The Principles of Academic Tenure and the National Emergency," endorsed by the Thirty-seventh Annual Meeting of the Association in 1951, which reads as follows:

"Recognizing that the national emergency may produce conditions in some colleges and universities necessitating drastic economy, and that proposed measures of economy may include reductions in faculty personnel; and recognizing that in these circumstances there is danger that the principles of academic tenure may be ignored or minimized, this, the Thirty-seventh Annual Meeting of the American Association of University Professors, affirms its belief that the continued observance of these principles is essential to higher education in this period of emergency, and recommends the following policy as according with these principles: (1) It is the joint responsibility of Administration and Faculty to economize by all means possible without resort to the reduction of Faculty personnel; (2) if reduction of Faculty personnel is unavoidable, it

should be confined to Faculty members who have not acquired tenure status; and (3) if teachers entitled to tenure are called into the Armed Forces, or if by agreement with their respective administrations they voluntarily enter the Armed Services or accept positions in government or industry during the period of emergency, they should be granted bona fide leaves of absence, to protect their professional status."

It is also the consensus of this, the Thirty-ninth Annual Meeting of the Association, that, since the non-observance of the principles of academic tenure by the administrations of institutions of higher education for reasons of economy is of concern to the profession, the profession should be informed of those institutions whose administrations give as the reason for not observing the principles of tenure the financial inability of the institution to do so. This information will forewarn members of the profession, who may be offered positions on the faculties of these institutions, that as regards assurance of continuity of service, acceptance is inadvisable.

The Extension of Social Security Coverage to Publicly Controlled Colleges and Universities

In view of the present inequalities in the opportunities of academic personnel to obtain Social Security coverage, this, the Thirty-ninth Annual Meeting of the American Association of University Professors, in reaffirmation of the action of the Thirty-eighth Annual Meeting of the Association, urges upon the Congress the amendment of the Social Security Act to provide for the permissive extension of the benefits of federal old age and survivors insurance to those employed in publicly controlled colleges and universities who, pursuant to the provisions of the Act, are excluded from these benefits because of existing plans for retirement in these institutions, on the same basis on which these benefits are available to those employed in publicly controlled colleges and universities which do not have retirement plans and in privately controlled colleges and universities.

Intercollegiate Athletics

The Thirty-ninth Annual Meeting of the American Association of University Professors reaffirms the views concerning intercollegiate athletics endorsed by the Thirty-eighth Annual Meeting of the Association in a statement entitled "Intercollegiate Athletics," the pertinent portions of which are as follows:

"The rôle of intercollegiate athletics in student life and the effect of intercollegiate athletics on student scholarship and conduct are

of great importance in higher education. Rightly conducted, intercollegiate athletics should engender respect for good sportsmanship and an appreciation of moral values. On the other hand, ethical cynicism and disrespect for the institution will follow if students believe that the administration and faculty of the institution tacitly condone practices in reference to intercollegiate athletics which are unethical and should be condemned and which by vigorous action the administration and faculty could end. For these reasons, and in the belief that in a properly administered college or university the academic faculty should share the responsibility for every function of the institution which affects the students, this, the Thirty-eighth Annual Meeting of the American Association of University Professors, approves the following statement:

"1. The governing boards of colleges and universities are urged to study their statutes with a view to increasing the control of academic faculties over intercollegiate athletics, and the faculties are urged to assume their proper responsibilities in this matter.

"2. The payment of money or the granting of its equivalent to any student, by any institution, organization or individual, where the primary reason is the participation of the student in intercollegiate athletics is condemned."

During the year that has elapsed since the endorsement of this statement by the Association's Annual Meeting there has been little evidence of improvement in intercollegiate athletic practices—practices which are inimical to the welfare of both intercollegiate athletics and higher education as a whole. It is heartening to note, however, that during this year the North Central Association of Colleges and Secondary Schools has reformulated its athletic regulations, effective September 1, 1952, in a way which gives hope for the future. These new regulations of the North Central Association, if enforced, should eliminate or mitigate many undesirable athletic practices. The North Central Association is to be commended for this effort to bring about educationally sound practices in intercollegiate athletics, and it is to be hoped that the other regional accrediting associations will take similar action in the near future.

Believing, however, that intercollegiate athletics can or will be conducted in an educationally desirable way only if the academic faculties of colleges and universities concern themselves with the practices of intercollegiate athletics, this, the Thirty-ninth Annual Meeting of the American Association of University Professors, submits the following recommendations for the consideration of faculties:

1. The athletic program of an institution of higher education should be of a kind that contributes directly to the educational purposes of the institution.

2. A statement of the policies and practices of an institution's athletic program should be formulated by a regularly constituted committee or board of the institution with a majority of members from the academic faculty, whose work is teaching or research, and who have professional status with continuous tenure. The statement thus formulated should be circulated among the students and the alumni of the institution and should be published in the institution's catalogue.

3. The admission of students to an institution of higher education should be under the control of the regular admissions officers and committees of the institution. The requirements for admission should have the approval of the academic faculty and should be the same for all students.

4. The academic requirements for continuance as a student in, and for graduation from, an institution of higher education should have the approval of the academic faculty, and should be the same for all students.

5. The number of intercollegiate athletic contests, the length of practice sessions and seasons, and the frequency of off-campus trips of athletic teams should be carefully regulated in the interest of the welfare of both the students and the institution.

Association Business

Censured Administrations

The General Secretary of the Association presented recommendations of Committee A on Academic Freedom and Tenure and the Council of the Association that the Association's censure of the Administration of the University of Texas be removed. In support of these recommendations he presented data concerning conditions of academic freedom and tenure and Faculty-Administration relationships which now obtain at the University of Texas. Following a discussion of these recommendations and data it was *voted* that the Association's censure of the Administration of the University of Texas be removed.

Reports of Chapter and Regional Meetings

Following an expression of the desirability of the publication of

more news about Chapter and Regional meetings of the Association in the *Bulletin* of the Association, it was *voted* that the President of the Association appoint a Committee to study ways and means of providing for the publication of more reports of Chapter and Regional meetings in the Association's *Bulletin*.

Academic Freedom

Following an expression of views that the Association should inform the public of the nature and meaning of the principles of academic freedom, it was *voted* that the President of the Association appoint a committee to explore and to consider proposals for a vigorous nation-wide program of public enlightenment of the nature, meaning, and values of the principles of academic freedom.

The Association's Correspondence

Following the expression of complaints concerning the correspondence of the Association's Central Office, it was *voted* that the Association's Committee O on Organization and Policy investigate the "failure of communications" of the Association's Central Office.

The Annual Election

The results in the Annual Election of the Association, which had been conducted by mail ballot as an extension of the Annual Meeting, were reported by the General Secretary at the closing session of the meeting. The following members were elected to the Association's Council: James C. Carey (History), Kansas State College of Agriculture and Applied Science; Mary L. Coolidge (Philosophy), Wellesley College; William F. Edgerton (Egyptology), University of Chicago; Thomas C. Geary (Political Science), University of South Dakota; Ralph W. McCoy (Biology), Fresno State College; Douglas B. Maggs (Constitutional Law), Duke University; Josiah C. Russell (History), University of New Mexico; William Lonsdale Tayler (Political Science), Dickinson College; Ralph Ira Thayer (Economics), State College of Washington; Marcus Whitman (Economics), University of Alabama.

The meeting adjourned at 6:30 P. M. on Saturday, March 28, 1953.

RALPH E. HIMSTEAD, *General Secretary*

ADDENDUM

To the Members of the Association

As General Secretary of the Association, I should like to comment briefly on two of the actions taken by the Thirty-ninth Annual Meeting of the Association, namely, those designated "Reports of Chapters and Regional Meetings" and "The Association's Correspondence."

Throughout my service with the Association I have in Chapter Letters invited and urged the officers of Chapters of the Association to submit reports of Chapter, Regional, and State meetings for publication in the Association's *Bulletin*. Also in my correspondence with individual Chapter officers, who have requested my advice and help in planning programs for Chapter, Regional, and State meetings—and the volume of this correspondence is large—I have requested these officers to submit reports of these meetings for publication in the Association's *Bulletin*. In these invitations, I have indicated that it is important that these reports be carefully written for publication, and that they carry the signature of the reporter, whose name will be published as the author. To these invitations, extended in Chapter Letters at least once a year and in individual letters to many Chapter officers, there has been practically no response. In the nature of the case, reports of Chapter, Regional, and State meetings of the Association cannot be published unless they are prepared and submitted for publication.

The member of the Association who submitted the proposal to the Annual Meeting, which resulted in the action to "appoint a committee to study ways and means of providing for the publication of more reports of Chapter and Regional meetings in the Association's *Bulletin*," represented a State Conference of Chapters of the Association. Last year this State Conference invited me to address a State Meeting of the Association. The pressure of

my work made it impossible for me to accept this and thirty-six other invitations to address Chapter, Regional, and State groups of the Association. I requested that this State Conference submit a report of this meeting for publication in the Association's *Bulletin*. To this request there was no response.

To bring about the publication of reports of Chapter, Regional, and State meetings of the Association, it is not necessary to have a special committee "study ways and means of providing for the publication" of such reports. The knowledge of these "ways and means" is extant, and has been extant and frequently disseminated to the Chapters throughout the history of the Association. All that is required to achieve the end sought in this action is for Chapter officers or representatives of Regional or State groups of the Association to prepare and submit reports of meetings for publication in the Association's *Bulletin*. These reports will be published in the Association's *Bulletin* as written provided they do not call for an excessive amount of space; in which case they could be circulated as written to the Chapters in mimeographed form.

The complaints concerning the correspondence of the Association which were presented to the Annual Meeting were that the Central Office had not responded to the inquiries of several Chapter officers concerning what the Association was doing in situations published in the newspapers or in communications from some "Defense Committee," or what the Association's Committee A on Academic Freedom and Tenure was doing in a case known to be before the Committee. In reference to the first of these inquiries, the Central Office of the Association responds to many each year. As regards the second of these inquiries, it should be noted that the rôle of the Association's Committee A on Academic Freedom and Tenure in the work of the Association is quasi-judicial. This means that when a case is under consideration by Committee A, this case is *subjudice*, and the Committee makes no pronouncements about the case until the consideration of it is completed. While the Committee is engaged in factual clarification and evaluation in a given case, it does not make statements concerning this case, other than that the case is under consideration. Such a reply is made to many inquiries from members and Chapters each year.

Some Chapters of the Association seek to act as investigatory

bodies in local situations, contrary to a provision in the Association's By-laws, and the established practice of the Association. Later when the teacher concerned in such a situation requests intervention by the Association's Committee A on Academic Freedom and Tenure, such Chapters frequently regard themselves as parties to the investigation, and expect to be informed of precisely what Committee A has done or is doing in the case.

Such was the action of a Chapter whose President was in attendance at the Annual Meeting, and who was one of the Chapter officers who presented complaints concerning the correspondence of the Association's Central Office and who was insistent that the Central Office be investigated for its failure of communications. Prior to the Annual Meeting this Chapter officer, acting on behalf of the Chapter, had written a letter to all of the Chapters of the Association stating this complaint.

The academic freedom and tenure case in this situation was presented to the Association by the teacher who had been dismissed. This teacher requested intervention by the Association. The Association intervened immediately upon receipt of this request. Since this teacher brought his case to the Association after the Chapter had intervened locally, this factor in the situation added to the difficulties in the Association's intervention. As regards the consideration of this case by the Committee on Academic Freedom and Tenure through the professional staff of the Central Office, I wish to state that none of the other 130 cases of alleged violations of principles of academic freedom and tenure considered by the Committee during 1952 received more thoughtful and continuous attention, nor involved the expenditure of more time and energy—in letters, telegrams, telephone conversation, and conferences—than the consideration of this case at this institution.

In judging the management of the Association's correspondence, it is well to note the facts of the nature and volume of this correspondence. I presented these facts in my report to the Annual Meeting. In this report I stated that the work of the Association's Central Office, both professional and organizational, now involves the consideration annually of upward of 100,000 communications—letters, telegrams, and telephone calls—and participation in many

conferences. I pointed out that the professional work of the Association's Central Office, much of it relating to the principles of academic freedom and tenure, in contradistinction to the organizational work of the Association, could not be delegated to the staff of Secretarial Assistants as is the bulk of the organizational correspondence; that this work must, in the nature of the case, be handled personally by the three members of the professional staff. I stated that the professional work of the Association now involves the consideration annually of approximately 20,000 communications—letters, telegrams, and telephone calls—and participation annually in conferences with upward of 500 persons. I pointed out that in 1952 the three members of the Association's professional staff had been called upon to consider 131 complaints of alleged violations of the principles of academic freedom and tenure, and that this work, which is only part of the work of the professional staff, was exceedingly time-consuming. These facts, I stated, explain why it is not possible for the present small professional staff of the Association to handle all of its correspondence with promptitude, a fact which, I stated, we of the professional staff deeply regret and concerning which we bespeak and need the understanding of the membership.

Until the Association's financial resources make it possible for the Association to provide a professional staff large enough to cope with the many and the insistent and the ever-increasing demands made upon the Association for service to the profession, the members of the Association's professional staff—whoever they may be—need and must, as regards the welfare of the Association and their individual welfare, have the understanding of the membership of the Association's limitations and the moral support of the membership. Without this understanding and support those who serve the profession on the Association's professional staff do so, as regards their personal welfare and that of their families, at much too great a cost.

Your thoughtful consideration of the facts presented and the views expressed in this communication is cordially invited and will be deeply appreciated by me and my two professional associates, Drs. Warren C. Middleton and George Pope Shannon.

RALPH E. HIMSTEAD, *General Secretary*

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, and the Association for Higher Education of the National Education Association.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censoring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College West Chester, Pennsylvania (February, 1939, <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Kansas City, Kansas City, Missouri (October, 1941, <i>Bulletin</i> , pp. 478-493)	December, 1941
State Teachers College, ¹ Murfreesboro, Tennessee (December, 1942, <i>Bulletin</i> , pp. 662-667)	May, 1943
Winthrop College, Rock Hill, South Carolina (April, 1942, <i>Bulletin</i> , pp. 173-176)	May, 1943
Evansville College, Evansville, Indiana (Spring, 1949, <i>Bulletin</i> , pp. 74-111)	March, 1950

¹ Now Middle Tennessee State College.

ACADEMIC FREEDOM AND TENURE

REPORT OF COMMITTEE A FOR 1952¹

To the Members of the Association:

The extent of the work of the Association's Committee A on Academic Freedom and Tenure during 1952, in terms of the number of cases brought to the Committee for consideration, and the dis-

Statistical Tables of Cases for the Seven Calendar Years 1946-1952

CASES*

	1946	1947	1948	1949	1950	1951	1952
Pending January 1.....	71	36	47	56	61	68	75
Revived from former years.....	4	6	4	2	2	2	1
Opened since January 1.....	<u>32</u>	<u>39</u>	<u>35</u>	<u>38</u>	<u>40</u>	<u>50</u>	<u>55</u>
Total dealt with during year...	107	81	86	96	103	120	131
Closed.....	<u>71</u>	<u>34</u>	<u>30</u>	<u>35</u>	<u>35</u>	<u>45</u>	<u>45</u>
Pending at end of year.....	36	47	56	61	68	75	86

DISPOSITION OF CASES*

	1946	1947	1948	1949	1950	1951	1952
Withdrawn by complainant after preliminary investigation.....	12	10	7	7	7	5	5
Rejected after preliminary investigation.....	12	10	15	14	12	12	12
Statement published or planned without visits.....	3	4	1	1	1	3	3
Visit of inquiry made or planned..	20	8	5	2	5	5	4
Adjustment made or being sought..	44	32	36	34	38	36	48
Procedure not yet determined....	<u>16</u>	<u>17</u>	<u>22</u>	<u>38</u>	<u>40</u>	<u>59</u>	<u>59</u>
Total.....	107	81	86	96	103	120	131

* Each "case" refers to a single controversy. Committee A also deals with a number of situations not classified as "cases"; such situations are not included in these tabulations.

position of these cases are indicated in the accompanying statistical tables. These tables also provide comparison with the extent of the work of the Committee during the previous six years.

¹ Presented on March 28, 1953, at the Thirty-ninth Annual Meeting of the American Association of University Professors, held in Chicago, Illinois, on March 27-28, 1953.

The day-to-day work of the Committee is carried on by the members of the Association's professional staff who are also Active members of the Committee, the General Secretary and his two professional associates. These members have the responsibility for all of the investigatory and mediatory correspondence and conferences relating to situations in which the professional status of a college teacher has been terminated, or threatened with termination. Many of these conferences are sought by administrative officers and trustees of colleges and universities for advice in reference to the application of the principles of academic freedom and tenure in situations in which the work of a teacher is regarded as unsatisfactory. These conferences have contributed greatly to the welfare of the profession. Only in situations in which by these means a clarification of the facts, or a professionally acceptable adjustment, has not been achieved, is a special investigating committee formed to visit the institution concerned.

The work of the Committee, always large in volume, has during recent years reached unprecedentedly large proportions. The issues involved in the work of the Committee, always grave, have during recent years been of a degree of gravity greater than ever before in the history of the Association. The volume of this work and its crucial nature make it exceedingly time-consuming. Currently the work of the Committee requires annually many thousands of communications—letters, telegrams, telephone conversations—and several hundred conferences. As regards the welfare of the Association, it is of the utmost importance that members of the Association understand the volume and the nature of the work of the Committee, and how and by whom this work is conducted.

II

In a time of increasing uncertainty and of widespread fear, one way to fortify ourselves for the duties entrusted to us is to recall some of the fundamental assumptions underlying the principles of academic freedom and tenure we were appointed to support.

The founders of the American Association of University Professors were well aware that in undertaking to develop and to

defend the principles of academic freedom and tenure, they assumed responsibility for a public trust. The first Committee on Academic Freedom and Tenure understood and said that members of the "academic calling" have, as their "function,"

...to deal at first hand, after prolonged and specialized technical training, with the sources of knowledge; and to impart the results of their own and of their fellow-specialists' investigation and reflection, both to students and to the general public, without fear or favor. The proper discharge of this function requires (among other things) that the university teacher shall be exempt from any pecuniary motive or inducement to hold, or to express, any conclusion which is not the genuine and uncolored product of his own study or that of fellow-specialists. Indeed the proper fulfillment of the work of the professorate requires that our universities shall be so free that no fair-minded person shall find any excuse for even a suspicion that the utterances of university teachers are shaped or restricted by the judgment, not of professional scholars, but of inept and possibly not wholly disinterested persons outside of their ranks. The lay public is under no compulsion to accept or to act upon the opinions of the scientific experts whom, through the universities, it employs. But it is highly needful, in the interest of society at large, that what purports to be the conclusions of men trained for, and dedicated to, the quest for truth, shall in fact be the conclusions of such men, and not echoes of the opinions of the lay public, or of the individuals who endow or manage universities. To the degree that professional scholars, in the formation and promulgation of their opinions, are, or by the character of their tenure appear to be, subject to any motive other than their own scientific conscience and a desire for the respect of their fellow-experts, to that degree the university teaching profession is corrupted; its proper influence upon public opinion is diminished and vitiated; and society at large fails to get from its scholars, in an unadulterated form, the peculiar and necessary service which it is the office of the professional scholar to furnish.

Put in fewer words, what the distinguished members of this Committee were saying in 1915 was that the only way society can assure itself of maximum benefit from the scholars and teachers assembled in the colleges and universities is to provide them with adequate equipment and secure appointments and then leave them free. The members of this earlier committee well knew and said that society was not likely, even in its own interest, to provide thus for members of the "academic calling" unless they

in turn would accept "responsibility for the maintenance" of "professional standards." Since scholars and teachers are for the most part stipendiaries of society, the provision for them in a manner adequate to safeguard their functions is thus not a simple matter.

For this reason, as we have noted in several of our recent reports, the uniform practice in this country is to entrust the management of a college or university to a lay board. Such a board should, as our predecessors in 1915 pointed out, be able to understand "the full implications of the distinction between private proprietorship and a public trust." Scholars and teachers are "appointees" though not "employees" of the managing board. "Once appointed, the scholar has professional functions to perform in which the appointing authorities have neither competency nor moral right to intervene."

This double autonomy, which recognizes that society will be better served if it delegates to corporations established for that specific purpose the management of institutions of higher learning and that the responsible trustees of these corporations should leave the scholars and teachers whom they appoint free to do their work, calls for an allocation of responsibility and a public understanding different from that involved in other social enterprises. While remaining free citizens, with a keener sense than most of their obligation to minister in their peculiar way to the general welfare, it was manifest that scholars and teachers, acting alone, could not perform their duties and also persuade the public to provide the support and the understanding necessary to that end. It was thus clear at the time the Association began to function that the maintenance of academic freedom and tenure would call for a sharing of responsibility if not of labor.

For that reason the officers of the Association sought the advice and cooperation of other organizations interested in higher learning, particularly the associations of administrative officers through whom the responsible lay boards operate. As a result came the conferences under the auspices of the American Council on Education and the formulation in 1925 of a statement of principles. On the basis of these principles this Committee of the American Association of University Professors operated for a little more than a

decade. Then it seemed wise to representatives of both the administrative and the professional groups that other joint conferences should be held. The fruit of these conferences, participated in by representatives of the Association of American Colleges, as the most inclusive organization of administrators, and by representatives of the American Association of University Professors, was the further statement of principles promulgated in 1940 and since specifically approved by the sponsoring associations and by other associations as well.

It is important to bear in mind that the statements promulgated in 1925 and in 1940 were not *ex parte*; and, as was specifically noted in 1940, the purpose of the formulation was to support the "common good." The task of formulating the principles was undertaken jointly by the administrators and the scholars and teachers, the two groups involved directly in the joint enterprise. Both groups have the responsibility of informing the public concerning the nature and needs of institutions of learning and of supporting the principles by appropriate behavior. To the professional group, by consent, was allocated the duty of applying these principles in any particular case where it is alleged that administrators have departed from them.

In performing this duty, it is the manifest obligation of the Committee of the Association to act with strict judicial impartiality. True, the most severe sanction that can be adduced by the Committee or by the agents through whom it operates is the pressure of an unfavorable public opinion. But this is a serious matter. It may involve, on the one hand, the reputation and livelihood of a member of the profession, extending in some cases to the deprivation of his right to continue in the occupation for which he has sought to qualify himself; on the other hand, it may impair the good name of an institution established to serve the public upon which it depends for support. This imposes upon members of the Committee the imperative obligation to be diligent in seeking pertinent facts and to be objective and careful in appraising them and in publishing findings.

III

In the early years of the Association, before the promulgation of these two joint statements of principles, its officers were not apt to be informed of a dispute concerning freedom and tenure until after administrators had committed themselves in a manner it was difficult to reverse. Under these circumstances, the chief activity of the Association's Committee was to investigate dismissals that had already taken place; little else could be done except to publish a report of the investigation as a means of deterring similar behavior by other administrators. This was a wholesome and effective activity, but under the circumstances it did not tend to generate good will between the organized profession and the administrators. The statement promulgated in 1925 was an important step toward informing the members of the profession and the interested public that both administrators and professors and scholars were aware of their common responsibilities and of their obligation to work together in their joint enterprise. As a result of the work of the next few years, a distinguished university head was able to say in an address at the Annual Meeting of the Association in 1937 that, "The Association is responsible in a larger measure than any other agency for the formulation and spread of the principles which should guide the policies of higher institutions with respect to free inquiry, free speech, and academic employment; principles which do now in fact guide the policies of most enlightened institutions."

All the more reason why further efforts should be made to promote an even more specific agreement on principles and procedures by the professional and administrative groups. The 1940 Statement of Principles was the fruit of these efforts. Since the promulgation of that Statement, therefore, it is not surprising that a marked change has occurred in the nature of the work of the members of this Committee and of the officers of the Association in as far as they function in promoting the observance of the principles of freedom and tenure. Earlier, the chief task was to investigate facts and to report on cases where damage had already been done; now, the intervention of the Association is usually requested in advance of action. The result has been to add greatly

to the burden of work of the members of the Association's professional staff and to lessen correspondingly that performed by other members of the Committee. To the extent that mediation by members of the staff is successful, adjustments are made, and much of the former damage averted.

This work, when successful, is informal and confidential, but time-consuming. In the nature of things, the general membership of the Association cannot be fully informed concerning either the amount or the effectiveness of this work, though it occupies much of the attention of the professional staff of the Association. The tables regularly included in these annual reports afford little indication of the time consumed, the careful attention paid, or the results achieved in each case. Readers are apt to assume that the occasional report we still publish concerning actual dismissals is an indication of the activities of the Committee and of the results achieved. One whose fortune it has been to participate in the work in both its earlier and its later phases is in a position to have a better understanding of the marked change that has taken place in recent years. It is important to note also that consultation and mediation, if it is to be effective, cannot be postponed. This phase of the work of the officers has to have a preferred call on their time. Prevention is always better than vain efforts at cure; the growth of this phase of the Committee's work is thus important evidence of the progress of the Association toward one of the achievements it originally set for itself.

IV

This brings us to another question to which all of the officers of the Association have had to devote a disproportionate amount of time in recent years. With an almost naive simplicity, we are asked to state the attitude of the Association toward communists as members of faculties of colleges and universities. The inquiry was recently put directly to the General Secretary, that he should answer "specifically what the position of the Association . . . or any Committee thereof has been on the specific subject of whether a communist should be employed in an institution of higher learning." The answer to this question is by no means as simple as it

seems to be to many querists. Perhaps it is worth while to try again to set down the reasons why this is so.

Members of faculties are appointed and retained by the authority of the administrative agents of the lay boards who manage institutions, usually after consultation with or on the recommendation of senior members of the faculties with whom the appointees will work as colleagues. Points considered in making such appointments are, or ought to be, the personal qualities, the educational preparation, and the promise of the person appointed. The performance and the growth of an apprentice appointee ought to be carefully weighed by all of those responsible for the decision, so that when the tenure of the teacher becomes indefinite his colleagues are confident that he merits the trust thus placed in him. After an appointee has passed the stage of apprenticeship, he ought not to be dismissed without a hearing directed toward the ascertainment of facts tending to show what one who has thus demonstrated satisfactory qualities as a scholar and teacher has done to forfeit the trust hitherto reposed in him. Since the appointment and the retention was presumably based on qualities peculiar to the individual, the appointee should not be deprived of his post without a judicial examination of his personal behavior alleged to be at fault. The clear implications of the 1940 Statement of Principles imposes upon the representatives of the Association the duty of insisting upon this procedure.

Doubtless an overwhelming majority of the members of the Association agree with Dr. James B. Conant, who repeated, in his last annual report as President of Harvard University, what he had said several times before: "I would not be a party to the appointment of a communist to any position in a school, college, or university." That attitude has been so nearly universal in this country during the past few years that it is extremely unlikely that many communists have been appointed to academic posts or, if appointed, that they have been retained. Representatives of the Association have repeatedly urged in these annual reports and in conferences that responsible administrators exercise care in making academic appointments and even greater care in watching the apprentices and in deciding whether or not to retain them as members of the profession. At that early stage there would seem

to be no practicable way for the Association to participate further in a responsibility which appropriately belongs severally to those entrusted with the management of the institutions. On the other hand, we have urged that after an appointee has served beyond the period of apprenticeship his dismissal should be only for adequate cause determined in a prescribed manner. This would seem to afford sufficient machinery to deal with any appointee who is or has been a communist, concerning whom there is evidence of undue dogmatism or of conspiratorial behavior.

There appears to be no way for an educational institution to function effectively unless entrusted with responsibility for appointing, retaining, and dismissing members of its staff. As a result of the conferences with the associations of administrators, representatives of the American Association of University Professors, when requested to do so, have undertaken to investigate the circumstances and the procedures in cases of dismissal and to make a public report of the facts ascertained where it would seem likely to be helpful. This obligation applies in the cases of teachers who are or who have been communists as well as in the cases of others. For the officers of the Association to decline to render these services in cases where members of the profession, dismissed or threatened with dismissal, are alleged to be communists would be to fall short of their plain duty under the terms of the principles which they have undertaken to help enforce. Each case has to be considered on its merits as it arises; there is no easy criterion for excluding some members of the profession from rules intended to apply to all.

V

In his last annual report to the Harvard Board of Overseers, from which we have already quoted, Dr. Conant noted his inclination "to think" that "the proponents of the ridiculous charge that our colleges are subversive receive a wider hearing today than at any time in recent history." Unfortunately, not only are members of legislatures in some states, by whose authority the managing corporations of most of the institutions of higher learning exist, concerning themselves with the internal affairs of these institu-

tions; both houses of Congress have also begun to investigate in this field. These legislative activities lend point to Dr. Conant's final warning: "The independence of each college and university would be threatened if governmental agencies of any sort started inquiries into the nature of the instruction that was given. The colleges of the United States have nothing to hide, but their independence as corporate scholarly organizations is of supreme importance." A resolution adopted by members of this Association in attendance at the Thirty-eighth Annual Meeting was even more pointed:

Legislative investigations which are in fact trials of individuals based on the thoughts and opinions which they may lawfully hold and express, or on their lawful personal associations, discourage freedom of thought, of inquiry, and of expression, and are inimical to the welfare of the Nation. The study of national and international affairs in particular, upon which national policies must ultimately be based, requires freedom of thought, of inquiry, and of expression. The critical nature of our times therefore calls for more, not less, freedom of thought, of inquiry, and of expression.

Despite these facts, which ought to be self-evident to thoughtful citizens, legislative committees, including those of the Congress, have in the past year intensified their investigating activities. It is perhaps undeniable that these committees have a legal right to venture into this field, but, as was pointed out long ago, many lawful things are inexpedient. Especially is this true of those who are temporarily entrusted with power.

We have noted in our past annual reports and in the outset of this one the uniform custom in this country of entrusting the management of institutions of higher learning to corporate boards. This is more than a matter of administrative convenience: it is a recognition by the government agencies in which authority rests that the institutions need to have autonomous existence if they are to serve the purposes for which they were established and are maintained. The implication is that the superior political authority will deal with an institution only through the board to which it has entrusted responsibility for its management. Consequently, when a legislative or congressional committee, however praiseworthy its motives, disregards the responsibility entrusted to the

managing corporation and violates the autonomy of an institution by intervening in internal details of personnel or management, it does serious damage to the enterprise.

The danger is not new. Dr. Conant noted that President "Lowell in his day" faced it. One phase of it, like so many other aspects of the subject, was admirably stated by the Association's first Committee on Academic Freedom and Tenure. This phase concerns

... the dangers connected with the existence in a democracy of an overwhelming and concentrated public opinion. The tendency of modern democracy is for men to think alike, to feel alike, and to speak alike. Any departure from conventional standards is apt to be regarded with suspicion. Public opinion is at once the chief safeguard of a democracy, and the chief menace to the real liberty of the individual. It almost seems as if the danger of despotism cannot be wholly averted under any form of government. In a political autocracy there is no effective public opinion, and all are subject to the tyranny of the ruler; in a democracy there is political freedom, but there is likely to be a tyranny of public opinion.

An inviolable refuge from tyranny should be found in the university. It should be an intellectual experiment station, where new ideas may germinate and where their fruit, though still distasteful to the community as a whole, may be allowed to ripen until finally, perchance, it may become a part of the accepted intellectual food of the nation or of the world....

For colleges and universities in the United States in our time to continue to serve as such places of refuge for freedom will require the mobilization of the influence of all understanding members of faculties. They will need to enlist also the cooperation of such members of boards of trustees as can be brought to understand the issues at stake. It is no longer sufficient for members of these boards to obtain needed financial support from the interested public and allocate it for institutional purposes according to their best judgment and the best advice they can obtain. In addition, they need to lend their voices and their influence to the task of maintaining in the colleges and universities an atmosphere permitting scholars and teachers to do the work for which they are maintained.

If a majority of the members of these lay boards could be induced to join their voices with those of the organized faculty members and administrators, it is safe to conclude that other intelligent members

of the community would rally to the cause, and institutions which now are in grave danger of being harmed, frequently by those who are alumni and professed friends, would be able to preserve their integrity. But those who understand the issues at stake cannot afford to be timid in speaking out. It will be infinitely easier to prevent the threatened damage than to repair it, if we permit the current tendencies to continue without protest.

VI

We called attention in our report last year to dangers likely to arise as a result of the extensive participation of governmental agencies and larger business enterprises in scientific or scholarly pursuits. There seems to be no way in a time of emergency for scholars or the institutions in which they work to avoid undertakings in which of their own will they might not ordinarily engage. In the field of the natural sciences in particular, the question may arise whether resources of the institution and the time of talented individuals should be devoted to fundamental inquiries not usually susceptible of early solution or to projects likely to lead to more immediate results, for which money is more easily obtained, and which are apt to afford greater compensation and to bring earlier recognition to the men engaged. The sums of money forthcoming from government and business are so large in comparison with the available funds which the institutions are free to expend as seems best to them, that questions of the moment may well be answered at the expense of the attention that would better be devoted to inquiries more important for the future. But the universities, as teachers of youth, are custodians of the future.

The American Council on Education has constituted a Committee to consider this and related questions. This Committee has recently made public a "Preliminary Report," which it is seeking to make widely available to those interested in this important matter. Assuming that "primary and essential aims" of "institutions of higher learning" are "(a) the extension of the boundaries of knowledge; (b) the conservation of knowledge already acquired; and (c) the diffusion of knowledge through sound teaching and other accepted methods of dissemination," the Committee concludes that the widespread practice of undertaking research

under contract involves considerable risk to the institutions so engaged.

In particular, the Committee feels that contracts for "classified research," of which the results may not be published, are objectionable except in the case of "emergency conditions," since there can be no subsequent appraisal "through criticism and reexamination by competent colleagues." More important perhaps, the Committee expresses a fear that "since the war we have not maintained proper emphasis on basic research and that this may be reflecting itself both in the quality of scholars we are turning out at the present time and in the accumulation of fundamental knowledge on which future applications and development are based." It is urged that in the present "period of long-sustained mobilization, both government and higher education have a special obligation to continue a sound program of basic research and to provide the conditions under which scholars may work without commitment except to their own scholarly obligations and consequently have greater opportunity to make important discoveries."

The whole report raises questions which should interest scholars and teachers as well as administrators. It emphasizes another aspect of the ever present danger, that, in seeking to guard against the threats of the hour, we may hinder the freedom of scholars and teachers inclined to search adventurously for truth and thus thwart discoveries that might be fruitful for the future.

VII

In conclusion, we note that the world in which the older of us grew up is even now a memory. The tempo of change is likely to increase rather than diminish. If we are to adapt successfully our institutions to the changing conditions, we need to cherish more than ever freedom to examine open-mindedly the problems of adaptation without hindrance from those who seek vainly to preserve the *status quo*. We cannot guarantee that scholars left free to delve and to ponder will be able to provide solutions for the complex conditions and the troublesome problems now facing us on every side. But we can be certain, unless our faith in ourselves and in our profession is vain, that solutions will be hindered if the best brains available are not left free to analyze and to assess.

And so we end where we began. The function of this Committee is now and has been from its beginning to support a general interest. Some feel that the term academic freedom has become a stereotype, that it needs restatement in different words. Members of this Committee feel rather that the meaning of the term needs to be better understood and more widely supported. The public which maintains colleges and universities will defeat the achievement for which it hopes unless scholars and teachers are left undisturbed and free to do the work for which they were appointed.

Duke University

For the Committee:
WILLIAM T. LAPRADE, *Chairman*

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ACADEMIC FREEDOM AND TENURE

STATEMENTS OF PRINCIPLES

Editor's Note: In 1915 a Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure, known as the 1915 Declaration of Principles, which was officially endorsed by the Association at its second Annual Meeting held in Washington, D. C., December 31, 1915 and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

In 1929 the American Association of University Professors formulated and endorsed a statement concerning academic resignations.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of the principles set forth in the 1925 Conference Statement. This restatement, known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure, was officially endorsed by the following organizations in the years indicated:

Association of American Colleges.....	1941
American Association of University Professors.....	1941
American Library Association (with adaptations for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947
American Association of Colleges for Teacher Education ¹ ...	1950
Association for Higher Education, National Education Association.....	1950

¹ Endorsed by predecessor, American Association of Teachers Colleges, in 1941.

1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution.

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term

appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

INTERPRETATION

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1925 Conference Statement¹*Academic Freedom*

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attached to all other citizens. If the extramural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

¹ Superseded by the 1940 Statement of Principles on Academic Freedom and Tenure; reprinted for its historical value.

(b) Termination of a temporary or short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for reasons other than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

Statement Concerning Resignations, 1929

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

ACADEMIC RETIREMENT

STATEMENT OF PRINCIPLES

Editor's Note: The Statement of Principles on Academic Retirement which follows was developed in connection with a study of Academic Retirement and Related Subjects, which was conducted by a joint Committee of the American Association of University Professors and the Association of American Colleges. This study involved a series of joint conferences of the representatives of these two Associations which began in 1943. The last of these conferences, at which the Statement of Principles was agreed upon, was held in Washington, D. C., March 6, 1950. The Report on the study, entitled "Academic Retirement and Related Subjects," was published in the Spring, 1950 issue of the *Bulletin* of the American Association of University Professors, pp. 97-117. Reprints of this Report are available upon request.

This Statement of Principles was endorsed by the Association of American Colleges in January, 1951, and by the American Association of University Professors in March, 1951.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or administrator, or the individual institution. The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution. Specifically, this policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age.

The following is acceptable practice:

1. The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution.
2. The institution should have a fixed and relatively late retirement age, the same for teachers and administrators. Conditions such as longevity, health of the profession, and interest rates have

recently changed in such a way as to justify older rather than younger retirement ages. Under present circumstances the desirable fixed retirement age would appear to be from sixty-seven to seventy, inclusive. Extension of the services of the teacher or administrator beyond the mandatory age of retirement should be authorized only in emergency situations. Circumstances that may seem to justify the involuntary retirement of a teacher or administrator before the fixed retirement age should in all cases be considered by a joint faculty-administration committee of the institution. This committee should preferably be a standing committee, but in the consideration of specific cases no interested person should be permitted to participate in its deliberations. (The above is not meant to indicate that the involuntary return of an administrator to teaching duties need be treated as a retirement.)

3. The institution should provide for a system of retirement annuities. Such a system should:

(a) Be financed by contributions made during the period of active service by both the individual and the institution.

(b) Be participated in by all full-time faculty members who have attained a certain fixed age, not later than 30.

(c) Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)

(d) Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

(e) Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected.

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i.e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of

President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it for the remainder of the unexpired term, and, in the case of a Council member, the person so appointed, if the remainder of the term for which he is appointed is not more than two years, shall be eligible for subsequent immediate election for a full term.

Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

2. The Council shall be responsible for carrying out the general

purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

Article VII—Dues, Termination of Membership

1. The Council of the Association shall have the power to determine the annual dues of the Association for each of the four classes of membership: Active, Junior, Associate, and Emeritus; and shall have power to enact regulations governing the payment of annual dues.¹

2. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be noti-

¹ The annual dues of the Association and the regulations governing their payment are as follows: Active membership, \$5.00, Junior membership, \$3.00, Associate membership, \$3.00. Emeritus members are exempt from dues payment but do not receive the Association's *Bulletin*; they may, however, receive the Association's *Bulletin* at a special subscription rate of \$1.00 a year. Nonpayment of dues by Active, Junior, and Associate Members for two years terminates membership. At the end of the first year of nonpayment of dues the name of the member concerned is removed from the mailing list of the Association's *Bulletin* and a condition to his reinstatement to membership is payment of dues for that year.

fied of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

3. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five Active Members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

Article X—Annual Meeting

1. The Association shall meet annually, at such time and place as the Council may select, unless conditions created by war or other national emergency should make the holding of a meeting impossible, or unless the holding of a meeting would, in the opinion of the Council, impede the government in its efforts to cope with conditions created by war or other national emergency.

2. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote of the Active Members present and voting, but on request of one-

fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

3. If an Annual Meeting is omitted in accordance with the provision in Section 1, the Council shall transact the general Annual Meeting business and shall conduct the annual election by mail. Such an election shall be by a proportional vote as described in Section 3 of Article III.

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval, the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Ariz., Calif., Nev., Utah, Hawaii.
- District II: Idaho, Mont., Oreg., Wash., Alaska, British Columbia, Alberta, Saskatchewan.
- District III: Iowa, Minn., N. Dak., S. Dak., Wis., Manitoba.
- District IV: Colo., Kans., Mo., Nebr., Wyo.
- District V: Ark., N. Mex., Okla., Texas.
- District VI: Ill., Ind., Ky., Mich., Ohio.
- District VII: Ala., Fla., Ga., La., Miss., S. C., Tenn., Puerto Rico.
- District VIII: Del., D. C., Md., N. C., Va., W. Va.
- District IX: N. J., N. Y., Pa., Ontario.
- District X: Conn., Maine, Mass., N. H., R. I., Vt., Quebec, New Brunswick, Nova Scotia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be reported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition

signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the Autumn number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the Winter number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the Summer and Autumn issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the Autumn *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings*.—A special meeting of the Council shall

be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Secretaries or Assistant Secretary or Secretaries appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretaries, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

DISTRIBUTION OF MEMBERSHIP
of the
AMERICAN ASSOCIATION OF UNIVERSITY
PROFESSORS

January 1, 1953

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Adams State College	32		
Adelphi College	82	1	
Agnes Scott College	7		
Agricultural, Mechanical and Normal College	2		
Air Force Institute of Technology	15		
Air University	14		
Akron, University of	117		2
Alabama Agricultural and Mechanical College	10		
Alabama College	35		
Alabama Polytechnic Institute	174		
Alabama State College for Negroes	3		
Alabama State Teachers College (Florence)	9	1	
Alabama State Teachers College (Jacksonville)	30		
Alabama State Teachers College (Livingston)	13		
Alabama State Teachers College (Troy)	16		
Alabama, University of	305	3	8
Alaska, University of	33		1
Alberta, University of	3		
Albion College	45		
Albright College	18	1	
Alcorn Agricultural and Mechanical College	1		
Alfred University	40		
Allegheny College	68		
Allen University	4		
Alma College	11		
Amarillo College	1		
American College for Girls	1		
American International College	33		
American University	47		
American University of Beirut	4		

DISTRIBUTION OF MEMBERSHIP

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<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Amherst College	69		1
Antioch College	11		
Appalachian State Teachers College	27		
Arizona State College (Flagstaff)	28	1	
Arizona State College (Tempe)	89	1	1
Arizona, University of	197		2
Arkansas Agricultural and Mechanical College	4		
Arkansas Polytechnic College	1		
Arkansas State College	7		
Arkansas State Teachers College	4		
Arkansas, University of	113		1
Arkansas, University of (Medical School)	21		
Armstrong College	2		
Army Language School	101		1
Art Institute of Chicago	1		
Ashland College	3		
Atlanta University	13		
Atlantic Union College	1		
Augusta, Junior College of	2		
Augustana College (Ill.)	18		
Augustana College (S. Dak.)	10		
Austin Presbyterian Theological Seminary	1		
Averett College	1		
Baker University	5		
Baldwin-Wallace College	69		3
Ball State Teachers College	129		
Barat College	9		
Bard College	42		
Bates College	31		
Baylor University	96		1
Beaver College	4		
Belmont College	2		
Beloit College	48		4
Benedict College	2		
Bennett Junior College	1		
Bennington College	16		1
Berea College	47		
Bethany College (Kans.)	6		
Bethany College (W. Va.)	16		
Bethel College	6		
Bethune-Cookman College	1		
Birmingham Conservatory of Music	1		
Birmingham-Southern College	2		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Bishop College	3		
Blackburn College	24		3
Blue Mountain College	3		
Bluefield State College	10		
Boise Junior College	9		
Boston College	48		
Boston University	254	5	4
Bowdoin College	51		
Bowling Green State University	163	19	2
Bradford Junior College	1		
Bradley University	53		
Brandeis University	39	10	
Briarcliff Junior College	7		1
Bridgeport, University of	53		
Brigham Young University	4		
British Columbia, University of	23		
Brooklyn College	237	2	3
Brooklyn, Polytechnic Institute of	35		
Brown University	51		
Brownsville Junior College	1		
Bryn Mawr College	34	1	1
Bucknell University	83		
Buffalo, University of	163	4	4
Butler University	79		2
California Institute of Technology	71		1
California State Polytechnic College	12		
California, University of	301	2	3
California, University of (Davis)	13		
California, University of (Los Angeles)	246	2	2
California, University of (San Francisco)	2		
California, University of (Santa Barbara)	55		1
Calvin College	2		
Canal Zone Junior College	3		
Capital University	6		
Carbon College	1		
Carleton College	21		
Carnegie Institute of Technology	88		3
Carroll College (Mont.)	1		
Carroll College (Wis.)	24		
Carson-Newman College	5		
Carthage College	20		
Case Institute of Technology	95	1	1
Catawba College	12		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Catholic University of America	111	1	
Cedar Crest College	17		1
Centenary College of Louisiana	25		
Centenary Junior College	2		
Central College (Iowa)	16		
Central College (Mo.)	18		1
Central State College (Ohio)	23		1
Central State College (Okla.)	6		
Centralia Junior College	1		
Centre College of Kentucky	18		2
Chaffey College	1		
Chapman College	18		
Charleston, College of	3		
Chattanooga, University of	36		
Chicago City Junior College (Wilson Branch)	64		
Chicago City Junior College (Wright Branch)	5		
Chicago College of Osteopathy	1		
Chicago Medical College	2		2
Chicago Musical College	2		
Chicago Teachers College	27		
Chicago, University of	269	2	1
Chico State College	19		1
Cincinnati Conservatory of Music	2		
Cincinnati, University of	212	1	3
Citadel, The	8		
City College, The	233	1	7
City College, The (Commerce Center)	42	1	
Claremont College	5		
Claremont Men's College	8		1
Clark College (Ga.)	1		
Clark College (Wash.)	2		
Clark University	47	1	1
Clarkson College of Technology	5		
Clemson Agricultural College	58		1
Coe College	38		2
Coker College	10		2
Colby College	41		1
Colby Junior College for Women	1		
Colgate-Rochester Divinity School	1		
Colgate University	75	1	1
Colorado Agricultural and Mechanical College	70		
Colorado College	66		1
Colorado School of Mines	16		
Colorado State College of Education	6		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Colorado, Western State College of	27	1	
Colorado Woman's College	1		
Colorado, University of	146	1	2
Columbia College	1		
Columbia University	253	5	3
Concord College	37		
Concordia Teachers College	1		
Connecticut College	69		2
Connecticut, Teachers College of	29		
Connecticut, University of	233	3	3
Contra Costa Junior College (East)	6		
Contra Costa Junior College (West)	4		
Cooper Union, The	53		
Cornell College	45		
Cornell University	332	16	5
Cotter College		2	1
Creighton University	9		1
Crozer Theological Seminary	1	1	1
Culver-Stockton College	11		
Cumberland College	1		
Dakota Wesleyan University	5		
Dalhousie University	2		
Danbury State Teachers College	4		
Dartmouth College	134		1
Davidson College	24		
Davis and Elkins College	6		
Dayton, University of	9		
Delaware State College	4		
Delaware, University of	96		
Del Mar College	2		
Delta State Teachers College	3		
Denison University	68		
Denver, University of	151	7	
De Paul University	131		2
DePauw University	116		2
Des Moines Still College of Osteopathy and Surgery	3		
Detroit, University of	18		
Dickinson College	45		2
Dillard University	23		
Doane College	3		
Dominican College of San Rafael	13		
Drake University	88		1
Drew University	34		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Drexel Institute of Technology	4		
Drury College	13		
Dubuque, University of	22		
Duke University	229	1	2
Duquesne University	68		
Earlham College	23		
East Carolina College	18		
East Central State College	1		
Eden Theological Seminary	1		
Elmhurst College	15		
Elmira College	17		1
Emerson College	7		1
Emmanuel Missionary College	1		
Emory and Henry College	1		
Emory University	118	2	
Erschine College	1		
Eureka College	9		
Evansville College	37		2
Everett Junior College	8		
Fairleigh Dickinson College	17		
Fairmont State College	25		
Fayetteville State Teachers College	8		
Fenn College	33		
Ferris Institute	4	1	
Finch College	1		
Findlay College	7		
Fisk University	35		1
Flint Junior College	1		
Florida Agricultural and Mechanical College	33		
Florida Southern College	12		
Florida State University	223	7	4
Florida, University of	289	4	4
Fordham University (Bronx Division)	7		
Fordham University (Manhattan Division)	11		2
Fort Hays Kansas State College	47		
Fort Valley State College	2		
Franklin College of Indiana	24		
Franklin and Marshall College	62		
Fresno State College	119		2
Friends University	1		
Furman University	40		1

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Gannon College	1		1
Garrett Biblical Institute	3		
Geneva College	21		
George Peabody College for Teachers	17	1	
George Pepperdine College	27		
George Washington University	80	2	
George Williams College	3		1
Georgetown College	3		
Georgetown University	52	2	
Georgia College, Middle	3		
Georgia College, North	12		
Georgia Institute of Technology	108		2
Georgia, Medical College of	1		
Georgia State College for Women	9		
Georgia Teachers College	1		
Georgia, University of	98		2
Georgia, University of (Atlanta Division)	12		
Gettysburg College	39		2
Gonzaga University	1		
Good Counsel College	2		
Goshen College	1		
Goucher College	49		2
Grays Harbor College	1		
Green Mountain Junior College	7		
Greensboro College	7		
Grinnell College	36		1
Grove City College	7		
Guilford College	8		
Gustavus Adolphus College	23		
Hahnemann Medical College	13		
Hamilton College	35		1
Hamline University	36		
Hampton Institute	18		
Hanover College	14		
Hardin-Simmons University	5		
Harris Teachers College	24		
Hartwick College	13		
Harvard University	157	4	1
Hastings College	1		
Haverford College	35		1
Hawaii, University of	210	4	1
Heidelberg College	5		
Henderson State Teachers College	2		1

DISTRIBUTION OF MEMBERSHIP

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<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Hendrix College	2		
Hershey Junior College	6		
Hibbing Junior College	2		
Hillsdale College	3		1
Hillyer College	23		
Hiram College	15		
Hobart and William Smith Colleges	56	1	1
Hofstra College	81		1
Hollins College	14		1
Holy Cross, College of the	14		
Hood College	49		
Hope College			1
Houston, University of	21	2	1
Howard College	9		1
Howard University	73		1
Humboldt State College	22		
Hunter College	227	1	1
Huntingdon College	1		
Huron College	2		
Idaho, College of	7		
Idaho Junior College, North	13		
Idaho State College	69		1
Idaho, University of	107		2
Iliff School of Theology	5		
Illinois College	11		1
Illinois Institute of Technology	72		1
Illinois State College, Eastern	97		
Illinois State College, Western	60	1	1
Illinois State Normal University	206	1	2
Illinois State Teachers College, Northern	25		3
Illinois University, Southern	166	3	6
Illinois, University of	701	5	2
Illinois, University of (Navy Pier)	152	1	2
Illinois Wesleyan University	36		1
Indiana Central College	12		
Indiana State Teachers College	98	1	
Indiana University	368	4	3
Institute for Advanced Study	7		
Iowa State College of Agriculture and Mechanic Arts	258	13	
Iowa State Teachers College	171	1	
Iowa, State University of	343	4	3
Iowa Wesleyan College	23		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Jackson College	4		
Jacksonville Junior College	11		
Jamestown College	1		
Jamestown Community College	7		1
Jefferson Medical College of Philadelphia	3		
Jersey City Junior College	12		
John Carroll University	36		
Johns Hopkins University	122	2	1
Johnson C. Smith University	9		
Joplin Junior College	22		
Judson College	3		
Juniata College	5		
Kalamazoo College	29		
Kansas City College of Osteopathy and Surgery	1		
Kansas City, University of	52	5	
Kansas State College of Agriculture and Applied Science	117	1	
Kansas State Teachers College (Emporia)	57		
Kansas State Teachers College (Pittsburg)	76		1
Kansas, University of	349	3	2
Kent State University	218	1	2
Kentucky State College	8		
Kentucky State College, Eastern	49		
Kentucky State Teachers College, Western	2		
Kentucky, University of	239	4	3
Kentucky Wesleyan College	2		
Kenyon College	41	1	
Keuka College	27	1	1
Keystone Junior College	4		
Kirksville College of Osteopathy and Surgery	14		
Knox College	29		1
Knoxville College	17		
Lafayette College	80		1
LaGrange College	5		
Lake Erie College	12		1
Lake Forest College	51		2
Lamar State College of Technology	11		
Lander College	1		
Lane College	1		
Langston University	14		
LaSalle College	17		
Laval, University of	1		
Lawrence College	30		1

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Lebanon Valley College	8		1
Lee College	1		
Lehigh University	30		1
Lenoir-Rhyne College	4		
Lewis and Clark College	42	1	2
Limestone College	1		
Lincoln Memorial University	10		
Lincoln University (Mo.)	38		
Lincoln University (Pa.)	4		
Lindenwood College	37		
Linfield College	20	1	
Little Rock Junior College	17		1
Livingstone College	5		
Long Beach State College	9		
Long Island University (Brooklyn College of Pharmacy)	4		
Longwood College	27		
Loretto Heights College	1		
Los Angeles City College	18		
Los Angeles College of Optometry	1		
Los Angeles Junior College, East	1		
Los Angeles State College	53		
Louisiana College	9		
Louisiana College, Southeastern	21		
Louisiana Institute, Southwestern	21		
Louisiana, Northwestern State College	45		
Louisiana Polytechnic Institute	44		
Louisiana State University	169	2	4
Louisville, University of	107		
Lowell Textile Institute	7		1
Lower Columbia Junior College	9		
Loyola College	3		
Loyola University (Ill.)	58	3	2
Loyola University (La.)	6		
Loyola University of Los Angeles	1		
Luther College	3		
Lutheran Theological Seminary	1		
Lutheran Theological Southern Seminary	1		
Lycoming College	27		
Lynchburg College	17		
McCormick Theological Seminary	1		
McGill University	6		
MacMurray College for Women	13		
McMurry College	1		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
McNeese State College	3		
McPherson College	1		
Macalester College	55		1
Madison College	35		
Maine, University of	72	3	2
Manchester College	2		
Manhattan College	20		
Manhattanville College of the Sacred Heart	38		
Manila Central College	1		
Manitoba, University of	46		
Marietta College	25		
Marin Junior College	1		
Marquette University	67	1	
Marshall College	47		1
Mary Baldwin College	5		
Marygrove College	5		
Maryland College, Western	26		
Maryland State Teachers College (Bowie)	1		
Maryland State Teachers College (Frostburg)	8		
Maryland State Teachers College (Salisbury)	1		
Maryland State Teachers College (Towson)	10		
Maryland, University of	281	5	1
Marymount College	3		
Maryville College	8		
Mason City Junior College	1		
Massachusetts Institute of Technology	48		1
Massachusetts State Teachers College (Fitchburg)	22		
Massachusetts State Teachers College (Framingham)	19		
Massachusetts State Teachers College (Lowell)	15		
Massachusetts State Teachers College (North Adams)	6		
Massachusetts State Teachers College (Salem)	1		
Massachusetts State Teachers College (Worcester)	4		
Massachusetts, University of	81		
Medical Evangelists, College of	1		
Meharry Medical College	22		
Memphis State College	73		1
Mercer University	12		1
Mercy College	1		
Mercyhurst College	1		
Meredith College	8		
Meridian Municipal Junior College	1		
Miami University	125		4
Miami, University of	106	2	7
Michigan College of Education, Central	14		2

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Michigan College of Education, Northern	49	1	2
Michigan College of Education, Western	59		
Michigan College of Mining and Technology	26		1
Michigan State College	371	3	5
Michigan State Normal College	41		
Michigan, University of	369	11	3
Middlebury College	54		
Midwestern University	1		
Miles College	1		
Millikin University	42		
Mills College	46		2
Millsaps College	31		
Milwaukee-Downer College	21		
Miner Teachers College	3		
Minnesota State Teachers College (Bemidji)	15		
Minnesota State Teachers College (Mankato)	47		1
Minnesota State Teachers College (Moorhead)	3		1
Minnesota State Teachers College (St. Cloud)	39		
Minnesota State Teachers College (Winona)	16		
Minnesota, University of	584	5	4
Minnesota, University of (Duluth Branch)	87		1
Misericordia College	1		
Mission House College and Theological Seminary	3		
Mississippi College	2		
Mississippi Southern College	65		
Mississippi State College	113		3
Mississippi State College for Women	29		
Mississippi, University of	87		1
Missouri School of Mines and Metallurgy	10		
Missouri State College, Central	37		
Missouri State College, Northwest	45		
Missouri State College, Southeast	44	1	2
Missouri State College, Southwest	68		1
Missouri State Teachers College, Northeast	22		
Missouri, University of	196	2	6
Missouri Valley College	10		
Monmouth College	46		1
Monmouth Junior College	5		
Montana College, Northern	8		
Montana College of Education, Eastern	14	1	
Montana College of Education, Western	19		1
Montana School of Mines	6		
Montana State College	30		
Montana State University	100		1

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Monterey Peninsula College	5		
Montgomery Junior College	15		
Monticello College	21		
Montreal University	4		
Moravian College	6		
Moravian College for Women	11		
Morehead State College	16		
Morgan State College	44		
Morningside College	12		
Morton Junior College	5		
Mount Holyoke College	101	2	
Mount Mercy College	5		
Mount St. Joseph-on-the-Ohio, College of	1		
Mount St. Mary's College	3		
Mount St. Vincent, College of	2		
Mount Union College	39		1
Muhlenberg College	25		
Multnomah College	6		
Murray State College	6		
Muskingum College	39		
National College of Education	20		1
Nazareth College	1		
Nebraska State Teachers College (Chadron)	5		
Nebraska State Teachers College (Kearney)	32		
Nebraska State Teachers College (Peru)	3		
Nebraska State Teachers College (Wayne)	29		
Nebraska, University of	282	1	4
Nebraska Wesleyan University	9		
Nevada, University of	61	1	1
New Brunswick, University of	3		
New England Conservatory of Music	16	1	
New Hampshire, University of	141	2	2
New Haven Junior College	1		
New Haven State Teachers College	3		
New Jersey State Teachers College (Jersey City)	6		
New Jersey State Teachers College (Montclair)	8		
New Jersey State Teachers College (Newark)	12		
New Jersey State Teachers College (Paterson)	1		
New Jersey State Teachers College (Trenton)	8		
New Mexico College of Agriculture and Mechanic Arts	106	1	2
New Mexico Highlands University	40		
New Mexico Institute of Mining and Technology	11		1
New Mexico Military Institute	6		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
New Mexico University, Eastern	41		1
New Mexico, University of	140	1	
New Mexico Western College	10		
New Rochelle, College of	4		
New School	4		
New York Medical College	16		
New York, State University of—			
Agricultural and Technical Institute at Alfred	12		
Agricultural and Technical Institute at Canton	1		
Champlain College	50	1	
College of Medicine at New York City	1		
College for Teachers at Albany	120		
College for Teachers at Buffalo	129	1	3
Harpur College	43		
Institute of Agriculture and Home Economics	1		
Institute of Applied Arts and Sciences at New York City	1		
Institute of Applied Arts and Sciences at White Plains	1		
Maritime College	1		
Teachers College at Brockport	39		
Teachers College at Cortland	63	1	1
Teachers College at Fredonia	57		
Teachers College at Geneseo	6		
Teachers College at New Paltz	37		
Teachers College at Oneonta	22		2
Teachers College at Oswego	39	1	
Teachers College at Plattsburg	10		
Teachers College at Potsdam	7		
New York University	323	7	4
Newark College of Engineering	21		
Newberry College	8		
Niagara University	6		
North Carolina, Agricultural and Technical College of	12		
North Carolina College at Durham	51		
North Carolina State College of Agriculture and Engineering	95		4
North Carolina, University of	162		1
North Carolina, The Woman's College of the University of	42		
North Central College	5		
North Dakota Agricultural College	90		2
North Dakota School of Forestry	1		
North Dakota State Teachers College (Minot)	57		
North Dakota State Teachers College (Valley City)	3		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
North Dakota, University of	136		1
Northeastern State College	2		1
Northeastern University	10		
Northern State Teachers College	20		1
Northwestern Lutheran Theological Seminary	1		
Northwestern State College	33		
Northwestern University	384	3	2
Norwich University	27		1
Notre Dame College	1		
Notre Dame, University of	94	1	
Oberlin College	113		
Occidental College	37		
Odessa College	1		
Oglethorpe University	3		
Ohio State University	400	6	6
Ohio University	121	8	2
Ohio Wesleyan University	74	1	1
Oklahoma Agricultural and Mechanical College	103		1
Oklahoma Baptist University	8		
Oklahoma City University	17		
Oklahoma College for Women	1		
Oklahoma, University of	204		2
Olympic College	20		
Omaha, University of	56		1
Ontario Agricultural College	1		
Orange County Community College	6		1
Oregon Community College, Central	2		
Oregon College of Education	20		
Oregon College of Education, Eastern	30		
Oregon College of Education, Southern	30		
Oregon State College	242		4
Oregon State System of Higher Education (Portland State Extension Center)	42		
Oregon, University of	249	1	3
Oregon, University of (Dental and Medical Schools)	7		
Osteopathic Physicians and Surgeons, College of	1		
Ottawa University (Can.)	2		
Ottawa University (Kans.)	1		
Otterbein College	4		
Ouachita College	1		
Pace College	50		1
Pacific, College of the	10		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Pacific Lutheran College	5		
Pacific University	28	1	
Park College	14		
Parsons College	2		
Pasadena College	1		
Peace College			1
Pennsylvania College for Women	44		3
Pennsylvania State College	499	5	3
Pennsylvania State College (Swarthmore)	12		
Pennsylvania State Teachers College (Bloomsburg)	6		
Pennsylvania State Teachers College (California)	10		
Pennsylvania State Teachers College (Cheney)	2		
Pennsylvania State Teachers College (East Stroudsburg)	25		
Pennsylvania State Teachers College (Edinboro)	8		
Pennsylvania State Teachers College (Indiana)	20		
Pennsylvania State Teachers College (Kutztown)	7		
Pennsylvania State Teachers College (Lock Haven)	13		1
Pennsylvania State Teachers College (Millersville)	36		1
Pennsylvania State Teachers College (Shippensburg)	18		
Pennsylvania State Teachers College (West Chester)	10		
Pennsylvania, University of	272	2	2
Pennsylvania, Woman's Medical College of	4		
Philadelphia College of Osteopathy	1		
Philadelphia College of Pharmacy and Science	3		
Philander Smith College	10		
Philippines, University of the	2		
Phillips University	3		
Phoenix College	44		
Pikeville Junior College	2		
Pine Manor Junior College	1		
Pittsburgh, University of	295	3	4
Plymouth Teachers College	2		
Pomona College	41		2
Portland, University of	45		
Prairie View Agricultural and Mechanical College	20		
Pratt Institute	12		1
Princeton University	133	1	4
Principia, The	7		
Puerto Rico, Polytechnic Institute of	13		
Puerto Rico, University of	46	1	
Puget Sound, College of	46		
Purdue University	307		2
Queens College (N. Y.)	131		2

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Queens College (N. C.)	26		1
Queen's University	1		
Quinnipiac College	4		
Randolph-Macon College	1		
Randolph-Macon Woman's College	45		1
Redlands, University of	56		1
Reed College	29		
Rensselaer Polytechnic Institute	41		
Rhode Island College of Education	12		
Rhode Island College of Pharmacy	1		
Rhode Island, University of	115	3	3
Rice Institute	26		1
Richmond, University of	11		
Ricks College	1		
Ripon College	38		1
Riverside College	12		
Roanoke College	7		
Robert College	3		
Rochester, University of	105	1	
Rockford College	28		1
Rocky Mountain College	5		
Rollins College	32		1
Roosevelt College	73		1
Rosary College	4		
Rose Polytechnic Institute	19		1
Rosemont College	1		
Russell Sage College	55	1	1
Rutgers University	233	2	2
Rutgers University, Newark Colleges of	62	1	2
Sacramento Junior College	6		
Sacramento State College	29		
St. Ambrose College	4		
St. Bonaventure University	7		
St. Catherine, College of	1		
St. Francis College	2		
St. John's College	4		
St. John's University (N. Y.)	47		
St. John's University (School of Commerce)	23		
St. John's University (Minn.)	1		
St. Joseph College (Md.)	1		
St. Joseph College (Conn.)	3		
St. Joseph's College (Ind.)	1		1

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
St. Joseph's College (Pa.)	3		
St. Joseph's College for Women	2		
St. Lawrence University	53		2
St. Louis College of Pharmacy and Applied Science	1		
St. Louis University	36	1	
St. Mary's College (Calif.)	29		
St. Mary's College (Ind.)	1		
St. Mary-of-the-Woods College	4		
St. Michael's College	23		
St. Norbert College	2		
St. Olaf College	46		
St. Paul's Polytechnic Institute	1		1
St. Peter's College of Arts and Sciences	1		
St. Teresa, College of	4		
St. Thomas, College of	55		
St. Vincent College	3		
Salem College	6		
Sam Houston State Teachers College	12	1	
San Angelo College	2		
San Bernardino Valley College	22		
San Diego State College	99		1
San Francisco, The City College of	68		
San Francisco College for Women	3		
San Francisco State College	96		
San Francisco, University of	5		
San Jose State College	108		
San Mateo Junior College	3		
Santa Clara, University of	4		
Sarah Lawrence College	4		
Savannah State College	8		
Schreiner Institute	1		
Scranton, University of	19		
Scripps College	13		
Seabury-Western Theological Seminary	1		
Seton Hall University	33		
Seton Hill College	13		
Shaw University	4		
Shepherd College	22		
Shorter College	5		
Shurtleff College	11		
Simmons College	57		1
Simpson College	8		
Sioux Falls College	10		
Skidmore College	69		3

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Smith College	53		1
South, University of the	35		1
South Carolina, Medical College of	5		
South Carolina, University of	92		1
South Dakota School of Mines	2		
South Dakota State College of Agriculture and Mechanic Arts	83	2	1
South Dakota, University of	83		
Southeastern State College	8		
Southern California, University of	295	3	3
Southern College of Optometry	2		
Southern Methodist University	102		2
Southern State College	7		
Southern University and Agricultural and Mechanical College	20		
Southwestern at Memphis	6		
Southwestern Baptist Theological Seminary	2		
Southwestern College	14		1
Southwestern Medical Foundation	8		
Southwestern State College	8		
Southwestern University	12		
Spelman College	2		1
Spring Hill College	1		
Springfield College	15		
Stanford University	292	3	
State Agricultural and Mechanical College of South Carolina	12		1
Stephen F. Austin State College	25		
Stephens College	47		2
Stetson University	21		1
Stevens Institute of Technology	3		1
Stout Institute	32		
Stowe Teachers College	11		
Sullins College	4		
Sul Ross State College	10		
Susquehanna University	9		
Swarthmore College	53		1
Sweet Briar College	37		2
Syracuse University	387	15	1
Syracuse University (Utica College)	40		
Talladega College	19		1
Tampa, University of	4		
Tarleton State College	3		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Taylor University	4		1
Temple University	198	1	
Tennessee Agricultural and Industrial State University	14		
Tennessee Polytechnic Institute	5		
Tennessee State College, East	18		
Tennessee State College, Middle	36		
Tennessee, University of	190	4	2
Texas, Agricultural and Mechanical College of	163	1	1
Texas Christian University	17		2
Texas College	1		
Texas College of Arts and Industries	51	1	
Texas Lutheran College	1		
Texas Southern University	40		
Texas State College, North	100		2
Texas State College, West	4		1
Texas State College for Women	96		2
Texas State Teachers College, East	32		1
Texas State Teachers College, Southwest	16		1
Texas Technological College	80	1	1
Texas, University of	258	1	2
Texas, University of (Texas Western College)	10		
Texas Wesleyan College	5		
Theological Seminary of the Evangelical and Reformed Church	1		
Thiel College	9		1
Tillotson College	1		
Toledo, University of	91		3
Toronto, University of	11	1	
Transylvania College	6		
Trinity College	60		1
Trinity University	50		
Tufts College	115		1
Tulane University of Louisiana	140	2	
Tulsa, University of	58		1
Tusculum College	3		
Tuskegee Institute	10		
Tyler Junior College	1		
Union College	18		
Union College and University	81		
Union Theological Seminary	2		
Union University	4		
United States Coast Guard Academy	2		
United States Merchant Marine Academy	42		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
United States Military Academy	11		
United States Naval Academy	17		
United States Naval Postgraduate School	38		
Upper Iowa University	3		
Upsala College	71		
Ursinus College	35		
Utah State Agricultural College	67		
Utah State Agricultural College (Cedar City)	25		
Utah, University of	174		
Valdosta State College	17		
Valparaiso University	2		
Vanderbilt University	38		
Vassar College	103		1
Vermont, University of	73		4
Villanova College	47		
Virginia Intermont College	3		
Virginia, Medical College of	26		
Virginia Military Institute	5		
Virginia Polytechnic Institute	57		2
Virginia Polytechnic Institute (Radford College)	16		1
Virginia State College	74	1	
Virginia Union University	14		
Virginia, University of	93	2	2
Virginia, University of (Mary Washington College)	46		1
Wabash College	24		
Wagner Memorial Lutheran College	11		
Wake Forest College	28		
Wartburg College	8		
Wartburg Theological Seminary			1
Washburn University of Topeka	37		1
Washington College	20		1
Washington College of Education, Central	61		1
Washington College of Education, Eastern	69	2	
Washington College of Education, Western	35		
Washington and Jefferson College	34		
Washington and Lee University	12		
Washington, State College of	185	2	2
Washington University	150	13	2
Washington, University of	345		3
Wayne University	154	3	5
Waynesburg College	4		
Webb Institute of Naval Architecture	3		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Webster College	1		
Wellesley College	93		3
Wells College	33		
Wenatchee Junior College	1		
Wesleyan College	7		
Wesleyan University	66		
West Liberty State College	13		
West Virginia State College	29		
West Virginia University	155		2
West Virginia Wesleyan College	22		1
Westbrook Junior College	1		
Western Carolina Teachers College	4		
Western College for Women	30		1
Western Ontario, University of	16		
Western Reserve University	197	2	7
Westmar College	3		
Westminster College (Mo.)	9		
Westminster College (Pa.)	25		
Westminster College (Utah)	2		
Westminster Theological Seminary	1		
Wheaton College (Ill.)	6		
Wheaton College (Mass.)	41		1
Wheelock College	7		
Whitman College	40		
Whittier College	30		1
Whitworth College	2		
Wichita, Municipal University of	87		
Wilberforce University	8		
Wilkes College	8		
Willamette University	33		1
William and Mary, College of	65		2
William and Mary, College of (Norfolk)	19		
William and Mary, College of (Richmond Professional Institute)	35		
William Jewell College	2		
William Woods College	5		
Williams College	47		1
Wilmington College	7		
Wilson College	16		
Wilson Teachers College	3		
Winston-Salem Teachers College	1		
Winthrop College	31		1
Wisconsin State College (Eau Claire)	39		1
Wisconsin State College (LaCrosse)	19		

<i>Institutions</i>	<i>Active</i>	<i>Junior</i>	<i>Associate</i>
Wisconsin State College (Milwaukee)	14		
Wisconsin State College (Platteville)			1
Wisconsin State College (River Falls)	49		1
Wisconsin State College (Stevens Point)	1		
Wisconsin State College (Superior)	4		
Wisconsin State College (Whitewater)	16		
Wisconsin, University of	380	1	4
Wittenberg College	31		1
Wofford College	1		
Wooster, College of	34		
Worcester Polytechnic Institute	9		
Wyoming, University of	86		3
Xavier University (La.)	8		
Xavier University (Ohio)	5		
Yakima Valley Junior College	10		
Yale University	123	2	1
Yankton College	29		
Yeshiva University	32		
Youngstown College	7		

Record of Membership for 1952

Membership, January 1, 1952.....		42,263
Deaths.....	132	
Resignations and Suspensions.....	1,230	
Memberships Lapsed.....	2,232	
		<hr/>
		-3,594
		<hr/>
		38,669
Reinstatements.....	352	
Elections:		
Active.....	4,243	
Junior.....	140	
		<hr/>
		4,383
		<hr/>
		+4,735
		<hr/>
Total, January 1, 1953.....		43,404
Members in 938 Institutions:		
Active.....	40,218	
Junior.....	347	
		<hr/>
		40,565
Other Active Members.....		2,109
Other Junior Members.....		169
Associate Members.....		524
Honorary Members.....		37
		<hr/>
Total, January 1, 1953.....		43,404

Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who ceasing to be eligible for Active or Junior membership because their work has become primarily administrative are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this membership was discontinued in 1933.

MEMBERSHIP

CLASSES AND CONDITIONS—NOMINATIONS AND ELECTIONS

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

Active. A person is eligible for election to Active membership if he holds a position of teaching and/or research, with the rank of instructor or its equivalent or higher, in an institution on the Association's eligible list, provided his work consists of at least half-time teaching and/or research. Annual dues are \$5.00.

Junior. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00.

Associate. Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily

administrative are transferred to Associate membership. Annual dues are \$3.00.

Emeritus. Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership. Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

Continuing Eligibility. Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

Interruption or Termination of Membership. Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year, during which time there is an obligation to pay dues.

Nominations for Membership

The following 1182 nominations for Active membership and 32 nominations for Junior membership are published as provided in the Constitution of the Association. Protests of nominations may be addressed to the General Secretary of the Association, who will, in turn, transmit them for the consideration of the Committee on Admission of Members. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee on Admission of Members questions concerning the technical eligibility of nominees for membership as provided in the Constitution of the Association. To be considered, such protests must be filed with the General Secretary within thirty days after this publication.

Active

Adams State College, Elsie S. Dunkel, H. Felix Young; Adelphi College, Alan M. Pope; University of Akron, Dorothy Hamlen, Maurice Morton, Alvin M. Richards, Jr., James E. Shearer, Buford Smith; Alabama Polytechnic Institute, Michael Leichter; Alabama State Teachers College (Troy), Thelma Goodwin, Jeanette Howard, Roscoe D. Kelley, Earl Watson; University of Alabama, Charles A. Cate, Christian de la Ménardière; Allegheny College, William P. Wharton; Allen University, Jack Jordan; American University, Robert T. Bower; Amherst College, Henry F. Dunbar, Jr.; Antioch College, Valdemar Carlson, James F. Corwin, William Dustin, Heinz Eulau, I. Moyer Hunsberger, Albert B. Stewart, Bernard A. Weisberger, Richard G. Yalman;

Appalachian State Teachers College, Leo Pritchett; **Arizona State College (Flagstaff)**, Roxie B. Diver, Richard Lloyd, Esther K. Scharpenberg; **Arizona State College (Tempe)**, Arthur R. Beals, J. C. Douthit, Mary J. Escudero, Helen A. French, John B. Goodwin, Robert A. Heimann, Lucile B. Kaufman, Paula R. Kloster, Guy D. McGrath, Olive D. Malm, Marion L. Moore, Lewis S. Neeb, David V. Nelson, Stanley J. Peabody, E. Joseph Scrafford, Herbert S. Wallace, Raymond E. Wochner, Pete Zidnak; **University of Arizona**, John J. Reynolds; **Army Language School**, Bogdan M. Baskevitch, D. Doris Campbell, George I. Chertkoff, Alexander Filatiev, Tsung-Butt Fong, Clare Fragos-Balluff, Robert B. Franco, Frederick C. H. Garcia, P. Schutung Han, Paul A. Inostroza, Alice M. Johnson, Paul H. Madarasz, Alexander S. Malbin, Hans W. Munzer, Hanna Palmerston, Arthur J. Reissner, Hans G. von Richter, Ivan Stenbock-Fermor, Mela Vesel; **Augustana College (South Dakota)**, Emil Erpestad.

Ball State Teachers College, Laura M. Schroeder; **Bard College**, Leo Troy; **Bates College**, Raymond L. Kendall; **Bennett College**, Frenise A. Logan; **Berea College**, James R. Bobbitt; **Blue Mountain College**, Marian Feldmann; **Bluefield State College**, John T. Jones; **Boston University**, George Barnett, Elizabeth Cameron, James A. Fisher, Rose Godbout, Helen K. Hickey, Phyllis R. Marks, Howard V. Perlmutter, Charles H. Russell, John A. Wallace, J. Fred Weaver; **Bowdoin College**, William S. Flash, A. LeRoy Greason, Jr., James M. Moulton; **Brandeis University**, Marie Boas, Robert A. Manners, Simon Rawidowicz, Bernard Rosenberg, Carl J. Sindermann; **University of British Columbia**, John A. McDonald; **Brooklyn College**, LeRoy Bowman, Sam Duker, William Forman, Helen H. Jennings, Meyer Reinhold, Reuben Wallenrod; **Polytechnic Institute of Brooklyn**, Harley S. Thompson, Floyd L. Warne; **Brown University**, Walter Kenworthy; **Bryn Mawr College**, Germaine Bree, Donald R. Brown; **University of Buffalo**, Florence Cuthill, Malcolm S. Eiken, Sherman F. Feyler, Edwin C. Jauch, Theodore E. Johnson, Lindesay M. Parrott, Jr., Anthony Peranio, Richard A. Powell, Theodor Ranov, Constantine N. Stavrou, Harry Suprinick, Constantine A. Yeracaris; **Butler University**, Alfred R. Edyvean, James B. Miller, Beauford A. Norris, Ronald E. Osborn.

California Institute of Technology, Charles R. De Prima, Frank E. Marble; **University of California**, Vera S. Erlich, Rheem F. Jarrett; **University of California (Davis)**, Gwendolyn B. Needham; **University of California (Los Angeles)**, Edward B. Johns, Lorraine M. Sherer, Henry J. Thompson; **University of California (San Francisco)**, Louis A. Strait; **Carleton College**, Robert E. Adamson, Albert Elsen; **Carnegie Institute of Technology**, Lawrence E. Malvern, David R. Roberts; **Carroll College (Wisconsin)**, Nancy Boman, Elizabeth Kempton, Jared Wend; **Carson Newman College**, H. D. Pickens; **Catholic University of America**, Leo Brady, Dorothy A. Mohler, James D. Waring; **Central State College (Ohio)**, Albert H. Baker, Henry A. Garcia, Arletta M. Johnson, Essie K. Payne, Ralph Templin; **Chicago City Junior College (Wilson Branch)**, Gerry Civin; **Chicago City Junior College (Wright**

Branch), Meyer Weinberg; **Chicago Teachers College**, Muriel Beuschlein; **University of Chicago**, Robert T. Blackburn, Hyman G. Landau, Charles E. Olmsted, Anatol Rapoport; **Chico State College**, Charles F. Kunsemiller, C. Robert Laxson, Norman Lofgren, Mildred L. Sears, Joseph L. Slack, Garrett L. Starmer; **University of Cincinnati**, Walter P. Egle, Robert F. Gleckner, Alfred Kuhn, Howard B. Lyman, J. Keith Stewart; **The City College**, Helen H. Davidson, Stewart C. Easton, Melvin Herman, Janet A. Kelley, Frank Riessman, Jr.; **Clark University**, Gerson Kegeles; **Coe College**, Fred S. Cook, Norbert J. Gossman; **Colorado Agricultural and Mechanical College**, Laurence A. Cummings, Lois J. Sanders; **University of Colorado**, William C. Hoag; **Columbia University**, Herman Ausubel, Harold Barger, Arno A. Bellack, Lee Benson, Sidney Berengarten, Joseph L. Blau, Ralph H. Bowen, Lyman Bryson, Justus Buchler, Nathan E. Cohen, Eugene Dorfman, Irwin Edman, L. H. Farinholt, Martin Fleisher, Roma Gans, Peter Gay, Alfred Gellhorn, L. Carrington Goodrich, Alfred J. Kahn, George Katz, Thomas F. Lewin, Seymour M. Lipset, Otto Luening, Anne McKillop, Millard Meiss, Seymour Melman, J. Malcolm Miller, John H. Randall, Jr., Basil Rauch, Merton L. Reichler, Stephen W. Rousseas, Herbert Solomon, Jack B. Weinstein, Henry W. Wells, Miriam L. Yevick; **Connecticut College**, Yehudi A. Cohen, William H. Dale, Paul H. Garrett, George Moeller, Ruby T. Morris, Irene D. Neu, William A. Niering; **University of Connecticut**, Frederick Amling, Arthur C. Bobb, Arsene Croteau, Wendell Davis, Norman Friedman, Gardiner H. London, Charles A. McLaughlin, Augustus A. Maier, Gustav A. L. Mehlquist, Mary Miller, Calvin K. Mutchler, Robert A. Peters, Romeo L. Moruzzi, Josephine A. Rogers, Arthur E. Schwarting, Donald M. Skauen, Janice W. Smith, Richard F. Stinson, Victor M. Valenzuela; **The Cooper Union**, Walton D. Ellison, Jr., Aaron L. Fessler; **Cornell College**, Norman P. McLean; **Cornell University**, Mabel Doremus, Mildred Dunn, Neal F. Jensen, Frank A. Lee, Peter Ward; **Cottey College**, Winston Weathers.

Dartmouth College, Seymour Menton, Elias L. Rivers; **Davis and Elkins College**, Thomas E. Nicholas, David E. Warner, Jr.; **University of Delaware**, Byron L. Bondurant, Robert S. Cox, William E. McDaniel; **Denison University**, John B. Brown; **De Paul University**, Marie H. Costello, Harry F. Schlichting; **Dickinson College**, Charles A. Carpenter, Jr., Margaret M. Ramos; **Drake University**, Owen D. Brainard, Mary R. Caron, Robert C. Eaton, Edward G. Roberts; **Duke University**, O. Kenneth Campbell, Jerome S. Harris, Howard A. Strobel.

Elmhurst College, Latham Baskerville; **Emmanuel Missionary College**, Hans L. Rasmussen; **Emory University**, Howard E. Campbell, R. A. Day, Jr., Edward F. Franze, Jr., Roland M. Frye, Stephen W. Gray, John E. Muthard, Sam C. West.

Fisk University, Rae Dalven; **Florida State University**, Walter Blackstock, Earl Frieden, William S. Mathis, Kenneth M. Shaver; **University of Florida**, Robert L. Curran, Earl C. Pirkle, Jr.; **Franklin College of Indiana**, Guy O. Baker; **Furman University**, Curtis E. Tate, Jr.

Garrett Biblical Institute, David C. Shipley; George Peabody College for Teachers, Jack Allen, Kenneth S. Cooper, J. Isaac Copeland, Harold D. Drummond, C. B. Hunt, Jr., W. D. McClurkin, Julian C. Stanley, Jr.; George Washington University, Mildred H. Shott, Robert C. Vincent; North Georgia College, Ben W. Sanders; Georgia Institute of Technology, Benjamin J. Dasher, David L. Finn, William A. Hinton, James H. Lucas, Howard L. McKinley, Royal F. Sessions, Edward Stone; Gettysburg College, Ralph D. Lindeman, Richard F. Tomasson; Goucher College, Beverly Canning; Gulf Park College, William T. Sadler; Gustavus Adolphus College, Arnold E. Carlson, Oscar A. Winfield.

Hamilton College, Sidney Wertimer, Jr.; Hanover College, John C. Richards, John E. Yarnelle; Harvard University, Helen W. Deane; University of Hawaii, Lorraine F. Fitzsimmons, Fritz W. Forbes, Lester Fox, Judson L. Ihrig, Catherine E. Lang, Anne M. Morris, Daniel S. Noda; Hershey Junior College, Elwood S. Hackman; Hofstra College, Edward F. Robinson; University of Houston, Helen M. Douthitt; Howard College, Ralph Erickson; Howard University, Jean V. Alter; Hunter College, Patricia L. FitzGerald, Saverina H. Morsilli, Dorothy D. Sebal.

Idaho State College, August C. Bolino, Jack H. Curtis, Dale L. Tanner; University of Idaho, William M. Howard, Kenneth E. Hungerford, William P. Lehrer, Jr., James W. Martin, John T. Norgord, Allan Perry, Warren K. Pope, Emmet E. Spiker; Illinois Institute of Technology, Robert A. Eubanks; Eastern Illinois State College, Garland T. Riegel, Aldrich J. Stevens; Southern Illinois University, Henry M. Borella, William H. Freeberg, Elizabeth A. Greenleaf, James H. Hall, Willard D. Klimstra, Clarence D. Samford, E. Earle Stibitz, Forrest B. Tyler, Dodd Vernon, Helen Zimmerman; University of Illinois, George H. Agate, Ralph C. Hay, Samuel P. Hays, Murray Horwitz, Viola James, Elizabeth M. Sands, Allen V. Sapor, Raymond E. Schultz, Julian H. Steward, Soulima Stravinsky; University of Illinois (Navy Pier), Ann E. Heilman, Victor E. Ricks; Indiana State Teachers College, Zelda Hedden; Indiana University, Ralph T. Daniel, Agnes Davis, Mary E. Gaither, George Herzog, Felix J. Oinas, Kenneth C. Rugg, Stephen G. Savage, Clifford Truesdell, William E. Wilson; Iowa State College, Alice D. Awtrey, Donald W. Brown, Malcolm B. Drexler, Durwin M. Hanson, Ira D. Johnson, G. A. Lineweaver, Ann Nygaard, Paul C. Taff, Martin J. Ulmer, Esther Whetstone; Iowa State Teachers College, Blake D. Anderson, Joyce Anderson, Jean A. Burgess, Ellen P. Hansen; State University of Iowa, Francis T. Cole, Norma Hajek; Iowa Wesleyan College, Frank Keedy, Lee Underhill.

Jacksonville Junior College, Lawrence E. Breeze, Annette P. Crickard; Jamestown College, Robert E. Dressler, Arthur G. Ellingson, C. V. Huene-mann, Robert T. Laudon, Harry Mason, Phillipp H. Mergler, John W. Seale, Lyle L. Tyner; Jersey City Junior College, Catherine L. Hughes; Johns Hopkins University, David E. Davis, Abraham Lilienfeld, Paul Meier.

Kalamazoo College, Marion H. Dunsmore; Kansas State College, Maurice D. Woolf; Kansas State Teachers College (Emporia), Joseph M. Pease,

Charles E. Walton, Richard B. Westkaemper; **University of Kansas**, William F. Donoghue, Jr., John R. Dunmire, Lavina Franck, Mehdi Shirazi, Arvid Shulenberg; **University of Kansas City**, John Dowgray, Jr., Albert Elkin, Florence Neely; **Kent State University**, Raleigh M. Drake, Clarence R. Haerr, Richard J. Kotis, Donald W. McCafferty, Richard P. Paskert, Trevor J. Rees, Phillip R. Shriver; **University of Kentucky**, Charles R. Minton, Granville W. Stokes; **Keuka College**, Pearl Wu Hsu; **Knox College**, Victor E. Amend, Rene N. Ballard, Edward F. Cooke, Delmar Solem, Elizabeth B. Wilson, Howard A. Wilson; **Knoxville College**, Wilhelmina W. Colston, Paul L. Redden.

Lafayette College, John M. Coleman, Minott Lee Coombs, Hance C. Hamilton, George D. Heath III, James G. Hepburn, Donald Kocher, Samuel E. Lindley, John Marthinsen, Carl Oberman, George G. Sause, Chester N. Truax, Jr.; **Lake Erie College**, Eldon Winkler; **Lawrence College**, Kyle Ward, Jr.; **Lebanon Valley College**, Alice M. Brumbaugh, Robert O. Gilmore, W. Maynard Sparks; **Lehigh University**, Edward H. Cutler, Theodore Hailperin, Frank S. Hook, Finn B. Jensen, M. Candler Lazenby; **Lincoln University (Pennsylvania)**, Laurence Foster; **Little Rock Junior College**, H. L. Cook, Joseph K. Halliburton, James H. Stevenson, Orville W. Taylor; **Longwood College**, Jack D. Burke; **Los Angeles State College**, Karl M. Wallace; **Louisiana State University**, Jacob P. Blumenfeld, George C. Branam, Leo B. Selden, Jr., Cresap S. Watson, Otis B. Wheeler; **Lycoming College**, Joseph D. Babcock, John W. Chandler, John G. Hollenback.

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State University of New York—Agricultural and Technical Institute at Alfred, Mortimer L. Clark, Jr., Andrew Hritz, J. Stanley Marshall, Truman A. Parish, Walter Schogoleff; **Agricultural and Technical Institute at Morrisville**, Daniel Tannenbaum; **College for Teachers at Albany**, Hasan Bey, Virginia L. Bingham, Kendall A. Birr, Marvin R. Blythe, Morris E. Eson, Elizabeth M.

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LaViolette, Billy J. Pettis; **University of Tulsa**, Emile B. Ader, William B. Bleakley.

Utah State Agricultural College, Maxwell D. Edwards; **University of Utah**, Patrick F. Bray, Ruth K. Hammond, Eugene N. Parker, Younger T. Wither-
spoon.

University of Vermont, Julius G. Cohen, Jane L. Hood; **Villanova College** James F. O'Brien; **Virginia Polytechnic Institute**, R. Lee Chambliss, Jr., Herman L. Horn, George E. Mattus; **Virginia Polytechnic Institute (Radford College)**, William S. Long, Dorothy McDaniel, Benjamin Medford, Robert B. Nance.

Wagner Memorial Lutheran College, George A. Cook; **Washington College**, Joan E. Hartman; **Central Washington College of Education**, L. G. Carmody, Martin R. Kaatz, Arthur Ladd, Kenneth V. Lundberg; **Washington and Jefferson College**, Wray G. Brady, Williams D. Gehres, Frederic W. Swift; **State College of Washington**, William Band, Emanuel L. Baum, Vishnu N. Bhatia, Lynn G. Blaylock, Hilda Boerhave, Joseph J. Brewer, Robert W. Clower, Dorothy B. Cook, Robert C. Craig, Jack C. Dixon, Herbert L. Eastlick, Robert B. Forest, Lyman L. Francis, E. Roy Hammarlund, Margaret M. Hard, Clyde E. James, Zeno B. Katterle, Dorris M. Lee, Elvira Lindquist, Charles W. McNeil, Marie E. Nielsen, Barnard D. Parrish, Ruth J. Runke, Cynthia A. Schuster, Allan H. Smith, Harold G. Walkup, Albert D. Waterman, Dale H. Willey, David E. Willis, H. Patricia Wyatt; **Washington University**, Arno C. Becht, Samuel C. Bukantz, A. Duncan Chiquoine, Edmund V. Cowdry, De Witt C. Ellinwood, Carl G. Harford, Leo E. Litwak, Joseph D. Matarazzo, Roy R. Peterson, Frank E. Vandiver; **Wayne University**, H. Linn Edsall, Mildred Peters, William Pitney, Margaret Pyle, Harry G. Trend; **Waynesburg College**, Robert J. Bowden, Paul S. Storey; **Wellesley College**, A. Paul Hare; **Wesleyan University**, Edson M. Chick, George R. Creeger, Walter Filley, Sigmund Neumann, Quentin R. Petersen, Juan Roura-Parella, Norman Rudich, Ernest Stabler, Robert K. Webb, Michael Wertheimer; **West Virginia State College**, Madison Broadnax, Benjamin F. Garrett, Zeona E. Haley, Angie T. King; **West Virginia University**, William M. Brown, Jere W. Clark, John O'Sullivan, Elizabeth Anne Roberts; **Western College for Women**, Dorothy A. Haskin; **University of Western Ontario**, Ray L. Allen, Dwight R. Ladd, M. H. M. MacKinnon, Duncan A. McLarty, Gordon H. Turner, Mary J. Wright; **Western Reserve University**, Jack Minkoff, Rolf G. Winter; **Westminster College (Pennsylvania)**, Donald K. McKee; **Wheaton College (Massachusetts)**, Mary L. Heuser; **Municipal University of Wichita**, Della Bates, Francis D. Jabara; **Wilkes College**, George F. Elliot, Thomas F. Rock; **College of William and Mary**, Frances Pedigo; **College of William and Mary (Norfolk)**, Regina Bartley, John B. Benson, S. Eliot Breneiser, James B. Reece; **College of William and Mary (Richmond Professional Institute)**, E. Allan Brown; **William Woods College**, T. S. Applegate; **Wisconsin State College (Eau Claire)**, Gilbert Tanner, Ruth L. Thompson; **Wisconsin State College (Stevens Point)**, Clifford A. Morrison; **Wisconsin State College**

(Whitewater), Jack W. Vrieze; **University of Wisconsin**, Lucy Bachman, Joseph E. Tucker, Carl R. Woodring; **University of Wyoming**, Minnie B. Ford, Laurence A. Walker.

Yakima Valley Junior College, Arthur E. Newman; **Yankton College**, LeRoy E. Wright.

Junior

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Elections to Membership

The Committee on Admission of Members announces the election to membership in the Association of 934 Active and 29 Junior Members as follows:

Active

University of Akron, David E. Anderson, Abraham Cantor, Kenneth Cochrane, Thomas Evans, Paul O. Huss, Andrew W. Maluke, Kenneth F. Sibila, Frank Simonetti, Henry P. Smith, John F. Stein, Ernest R. Thackeray; **Alabama College**, Gerald E. Silveira; **Alabama Polytechnic Institute**, John T. Cockrell, Harriette L. Donahoo, David A. Herbert, Jeannetta T. Land, Cecil C. McGee, Robert H. Sanders, Manuel J. Vargas, Martha Walton; **University of Alabama**, William F. Anderson, Jr., Walter F. Moeck, Dennis N. O'Steen, Gene A. Wilson; **Allen University**, F. Norman Fitzpatrick; **Appalachian State Teachers College**, Audrey Eichelberger; **University of Arkansas**, William J. Windham; **University of Arkansas (Medical School)**, Sidney J. Fields; **Army Language School**, Edouard A. Coze, Suzanne Diamond, Kyrre Eide, Serge Gordon, Valerian F. Kolesoff, Joseph Kusnetzov, Vitalis Lebedew,

Hanna Lohnberg, Andre L. Marcellin, J-Remedios Miranda-Zarate, Raymond Surdez, Alexander Trembovsky, Alexander Weleschinez.

Baldwin-Wallace College, Elizabeth R. Nelms; **Ball State Teachers College**, Duane E. Deal, Mildred Eberle, Betty Ganzhorn, Emma E. Holmes, Carl H. Keener, Robert Korsgaard, Phyllis Nelson, Edward S. Strother, Charles R. Weilbaker; **Bard College**, Laura Estabrook, Lewis Hamvas, Anthony E. Hecht, Samuel Menashe, Zoë Warren; **Bates College**, Marie Giuriceo, Elliott M. Rudwick, E. Finlay Whittlesey; **Baylor University**, Ernest B. Maxwell, Ruth Miller, George M. Stokes, William G. Toland, Albert Venting; **Berea College**, Kristjan Kogerna, Thomas McR. Kreider; **Blue Mountain College**, Cecil R. Crawford; **Bradley University**, Joseph R. Brown, Tom H. Emmons, Kenneth L. Richards; **Brooklyn College**, Alfred Adler, Rita Guttman, Melvin Hausner, Margaret C. Honour, Faye H. Klyver, S. M. Miller, Irving R. Stuart.

California Institute of Technology, Jack L. Alford; **California State Polytechnic College**, Ellis L. Roney; **University of California**, Richard L. Park; **University of California (Los Angeles)**, Ivan H. Hinderaker; **University of California (Santa Barbara)**, Jerry H. Clark, Peter Topping; **Carleton College**, Scott B. Elledge, Sidney M. Peck; **Carnegie Institute of Technology**, George H. Handelman, Robert C. Meacham, Lincoln Wolfenstein; **Case Institute of Technology**, Russell L. Ackoff, Andrew M. Belavic, Arthur H. Benade, Ray E. Bolz, John R. Bradford, Albert J. Brouse, Robert A. Clark, Samuel K. Clark, John F. Cleary, L. Paul Coburn, Parker L. Coddington, Stuart P. Cooke, Marshall F. Crouch, Donald P. Eckman, Heinz T. Fahrenbruck, Ernest A. Furrer, Carl R. Garr, Hoosag K. Gregory, Richard W. Hoffman, Delmar B. Jackson, James R. Jeromson, Jr., John C. Lawrence, Fred C. Leone, James W. McIntyre, Frederick J. Milford, Olin W. Mintzer, George Y. Ono, Allen S. Powell, Edward J. Ripling, Louis H. Saban, Ernest C. Schamehorn, Erwin F. Shrader, Wayland P. Smith, Ray J. Stanish, Stanley P. Wasson, Leon W. Weinberger, Charles H. Winner; **Central State College (Ohio)**, John C. Alston, William F. Brazziel, Jr., Ames W. Chapman, Thomas J. Craft, E. Oscar Woolfolk; **Chicago Teachers College**, Philip Lewis; **University of Chicago**, Robert I. Crane, William C. Schutz; **Chico State College**, John C. Narciso, Jr.; **The Citadel**, Thomas T. Hamilton; **The City College**, Clifford A. Bender, Seymour C. Hyman, Fritz Jahoda, Hans Jelinek, Herbert Nechin, Edward E. Penn, George G. Raddin; **The City College (Commerce Center)**, I. Harold Kellar, Samuel Ranhand; **Clark University**, Daniel Gorenstein; **Colby College**, S. Edward Corbin, James M. Gillespie, Richard C. Harrier, John H. Whittemore; **Colorado College**, Henry H. Carter, Theodore C. Chicklis, Leon Eastlack, Charles H. George, Richard R. Kapuscinski, Richard L. Moorhead, Van B. Shaw; **Columbia University**, Frederic L. Ayer, Jeanne V. Pleasants, Doris J. Zack; **University of Connecticut**, Janina M. Czajkowski; **The Cooper Union**, Stanley M. Forman, Alan A. Kurtis; **Creighton University**, Thomas E. Connolly.

Davidson College, John M. Bevan, Paul K. Scott; **University of Dayton**, Justus Rosenberg; **De Paul University**, Raymond E. Cross, John Smith;

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Fisk University, Arna Bontemps, Frederick B. Briess, Anthony H. Eaton, Henry Gabriel, William Thomas, Mildred B. Wray; **Florida Agricultural and Mechanical College**, Lucy R. Adams, Worrell G. Gaiter; **Florida State University**, Edward A. Conover, Vernon Fox, M. Frances Hall, Eugenie D. Martenson, Jane K. Shearer; **University of Florida**, Joan Carey, Glenna A. Dodson, Scott W. Hovey, Bruce W. Kelly, W. E. Lear, Roy E. Leilich, Gerald A. Thomas, James C. Wilkerson; **Franklin and Marshall College**, Fred A. Snavelly, Frederick H. Suydam; **Fresno State College**, Daniel B. Rathbun.

Garrett Biblical Institute, John C. Irwin; **George Peabody College for Teachers**, Burton H. Byers, Willard E. Goslin, James L. Hymes, Jr.; **University of Georgia**, Homer K. Nicholson, Jr., Lee Sprowles, Anita D. Stone; **Gettysburg College**, Andrew L. Maffett; **Goucher College**, Anita A. Heer; **Grinnell College**, Helena Percas, Herman Salinger; **Gustavus Adolphus College**, Robert Esbjornson, Lloyd E. Hollingsworth, Lee H. Krough.

Hillyer College, Donald W. Russell, Andrew H. Spencer, Irving S. Starr; **University of Houston**, Esther E. Eby.

University of Idaho, George M. Bell, Warren T. Bellis, Roland C. Bevan, Carl R. Burns, Everett L. Ellis, John A. Haislip, A. W. Helton, Stuart E. Knapp, Howard L. Morton, Elmer K. Raunio, Siegfried B. Rolland, Arthur C. Thompson, Roscoe D. Watson, Ruby A. Wortham, Harland D. Wycoff; **Eastern Illinois State College**, Earl P. Bloom, Albert W. Brown, Ernest H. Campbell, William J. Crane, William Eagan, Henry L. Ewbank, Jr., Arnold J. Hoffman, Wallace K. Hollander, Donald L. Moler, J. Glenn Ross; **Illinois State Normal University**, Gladys E. Baker, Veda B. Bauer, Edith L. Bramble, John R. Carlock, Gertrude M. Erbe, Louise Farmer, A. Joseph Freese, Doris Hardine, John E. Houghton, Benjamin J. Keeley, Clara Kepner, Lucile Koenig, Cecilia J. Lauby, Marjorie L. Lewis, Beth Massey, Margie J. Miner, Orrin J. Mizer, Edwin A. Payne, Mable A. Pumphrey, Verner Ryden, Marceil Saller, Herbert Sanders, Alice Sheveland; **Southern Illinois University**, Mary B. Melvin, Annette Sinclair; **University of Illinois**, John D. Anderson, Louis H. Arky, Roland Artigues, Lindsay M. Black, William R. Boggess, Alfred W. Booth, Carl Clark, Rubin G. Cohn, John E. Cribbet, John F. Due, Elvis L. Eckles, Thomas C. Esselstyn, Jerome D. Fellmann, Marvin Frankel, Robert A. Hedges, Quincy Howe, Joseph A. Jackobs, Paul E. Johnston, Florence Kimmelshue, Francis J. Kruidenier, John R. Laughnan, Maurice B. Linford, Wilbur M. Luce, William O. Morris, Arne Rae, Howard G. Roepke, S. Meryl

Rose, Frederick Sargent II, Lester C. Sartorius, James W. Sconurel, Nelle M. Signor, Fred W. Slife, Peter A. Stewart, Stanley G. Stolpe, Andrew J. Wann, Walter J. Wills, Fay G. Young; **University of Illinois (Navy Pier)**, Flora Dinkines, Dorothy B. Harford, Karl Johannes; **Indiana University**, Willi Apel, Harold H. Church, Merwin Dechter, Richard D. Johnson, John J. Mahoney, John B. Patton, Frederick A. Schminke; **Iowa State College**, Elizabeth B. Anderson, James D. Benson, Marie Budolfson, Don C. Charles, Elliott Clifton, John D. Corbett, Max V. Exner, Gladstone R. Fluegge, Warren Y. Gore, John M. Green, Henry A. Homme, Margaret L. Kagarice, Leonard Maliet, Marian E. Moore, Fannie Potgieter, Dwight M. Ramsay, Jr., Riley Schaeffer, William H. Schramper, Elisabeth Smith, Margaret Snodgrass, Margherita Tarr; **Iowa State Teachers College**, Marjorie D. Campbell, Ardith L. Emmons, Bernice Janssen, Ann Jarvis, John R. Parisho, Arthur L. Redner, Elisabeth Sutherland, Thomas H. Thompson; **State University of Iowa**, Cyrus R. Pangborn; **Iowa Wesleyan College**, Frances L. Moser, George G. Pixley, Florence M. Wallace, Martin Zwart.

Jersey City Junior College, Herman Rosenberg.

Kansas State College, Louis H. Douglas, Clifford C. Fortin, Mary E. Roberts; **University of Kansas**, J. Carl Cabe, David T. W. Chow, Kenneth C. Deemer, V. Lyle von Riesen, Frederick E. Samson, Jr., Edward L. Wike; **University of Kansas City**, Philipp Fehl; **Kent State University**, Robert H. Foulkes, Louis P. Krch, Harold Miles, Lotar V. Stahlecker; **University of Kentucky**, Emily J. Bell; **Kenyon College**, Jess W. Falkenstine; **Keuka College**, Jane Dedrick, Colleen Gorman, Joan E. Storm; **Knox College**, John S. Davenport.

Lamar State College of Technology, Chester A. Davis; **Lander College**, Rennie Hook; **Lehigh University**, Raymond B. Sawyer; **Lewis and Clark College**, T. J. Edmonds, Robert H. Stoltze; **Long Island University (Brooklyn College of Pharmacy)**, Seymour B. Jeffries; **Los Angeles State College**, Edward J. Neale; **Louisiana Polytechnic Institute**, Mary Below; **Louisiana State University**, Russell E. Helmick; **Loyola University (Illinois)**, Kirk Logie.

University of Maine, Albert A. Barden, Jr., Jene E. DeMarse, Phillip L. Hamm, David H. Hokans, Inge M. Nachum, John J. Nolde, Bernard Sass, Lawrence A. Wing, T. Russell Woolley; **Manhattan College**, Morrison Swift; **Marquette University**, Leo Branovan; **Mary Baldwin College**, Ruth McNeil; **Western Maryland College**, Oliver K. Spangler; **University of Maryland**, Earl F. Meeker, J. Kenneth Potter, William F. Tierney, Harrison B. Watson; **Massachusetts State Teachers College (Fitchburg)**, Richard B. Michael, William R. Tracey; **Massachusetts State Teachers College (Lowell)**, Herman H. Brase, Gertrude M. Cunningham, Helen G. Drinan, William R. Fisher, DeMerritte A. Hiscoe, Mary E. McGauvran, Domenic R. Procopio; **Memphis State College**, Genora McFaddin, George R. Soika; **Miami University**, Arthur W. Bauer, Isabel W. Clark, Edith V. Folger, Don E. Garrison, Stephen C. Hathaway, Ruth G. Millican, Mary M. Wylie, William A. Yackle; **University of Miami**, Richard B. Royce; **Michigan State College**, George M. Belknap, Edythe V. Billingslea, William A. Glaser,

Amy J. Holmblade, Georges J. Joyaux, Marian Kinget, Rosalind Mentzer, James P. Orwig, Beatrice Paolucci, William M. Reynolds, Claude A. Welch; **University of Michigan**, H. Chandler Davis; **Middlebury College**, Leslie C. Bigelow, Stephen W. Jacobs; **Milwaukee-Downer College**, Walter F. Peterson; **Minnesota State Teachers College (Mankato)**, Jane M. Eby, Nathan A. Edwards, John B. Foster, Robert R. Roberts, Ruth M. Schellberg, Mary A. Watt; **Minnesota State Teachers College (St. Cloud)**, David F. Grether, Lewis C. Smith, Jr.; **University of Minnesota**, George J. McCutcheon, Nicos Mouratides, Morton Sloane; **Mission House College and Theological Seminary**, W. Henry Ellerbusch; **Mississippi Southern College**, Edna Blethen, John N. Burrus, Elton Franklin, Mary L. Gehring; **Mississippi State College for Women**, Maria H. Butler, Jeannette Chapman, Elise H. Moore, R. Cochran Penick, Emma O. Pohl, David R. Reveley, Herbert Vent, Thure G. Widgren; **University of Mississippi**, Leland L. Scott; **Northwest Missouri State College**, Finley Carpenter; **University of Missouri**, A. Sterl Artley, Herbert Bunker, Virginia H. Harrison, Charles F. Mullett; **Monmouth Junior College**, Jessie E. Scott, Robert Van Waes; **Western Montana College of Education**, John C. Garry; **Montana State College**, Robert B. Hughes, Frederick H. Young; **Montana State University**, Fred S. Honkala, Henry V. Larom, Robert F. Prins, David W. Smith, John F. Staehle; **Monticello College**, Donzel E. Betts, Clara Menger; **Morehead State College**, Walter P. Covington, III; **Mount Holyoke College**, W. Denis Johnston; **Muskingum College**, Emil K. Holzhauser, Fredolf A. W. Liddell, Mary K. Smith, Dwight R. Spessard.

Nebraska State Teachers College (Kearney), Louise Adams, Laurel E. Holcomb, Philip S. Holmgren, William A. Lynn, Jr., Otho W. Means, George P. Whitfield; **University of Nebraska**, George Babilot, Hal Carney, A. Elizabeth Holt, William J. Kirwin, Jr., Sue Ellen G. Lane, Betty F. McCue, Mary J. Mulvaney, Tyre A. Newton, John Paustian, Wallace C. Peterson, Larry W. Quate, James M. Schroeter; **University of New Hampshire**, Edwin S. Alling, Maurice Ancharoff, Robert L. Blickle, Bertram Husch, Edward Katz, Keith B. MacPherson, Lorna B. Pearson, Philip J. Sawyer, Gerald L. Smith, Emery F. Swan, Marjorie A. Wolf; **University of New Mexico**, Roger J. Weldon; **State University of New York—Agricultural and Technical Institute at Alfred**, Nathan Platt; **Harpur College**, Harry B. Lincoln; **Teachers College at Brockport**, E. Curtiss Gaylord, John G. MacNaughton, Sherwin G. Swartout; **Teachers College at Fredonia**, Lois J. Mitchell, Janina W. Tobin; **Teachers College at New Paltz**, Leon Karpel; **Teachers College at Oneonta**, Dixon A. Bush, Charles N. St. John, Jr.

New York University, David B. Chisholm, Otto H. Ehrlich, Harold B. Gerard, Frank N. Marzocco, Eva Rosenfeld, Robert E. Silverman; **Agricultural and Technical College of North Carolina**, Leadie M. Clark; **University of North Carolina**, Frederic N. Cleaveland; **University of North Dakota**, Esther E. Berges, Julia P. Cape, John P. Davison, Jerry F. DeWitt, John L. Harnsberger, Horst W. Hoyer, Joe W. Hughes, Stanley S. Johnson, Eaden F. Keith, Jr., Theodore Levitt, Robert J. McFarlin, Keigh B. MacKichan, Paul C. Mat-

thews, Charles L. Newman, Martin K. Nurmi, Lloyd H. Nygaard, W. Lynn Smith, Clifford Thomforde, Laura F. Wright; **University of Notre Dame**, John Logan.

Occidental College, Annette P. Lynch; **Ohio State University**, A. Lynn Altenbernd, Sam Arnold, William S. Arnsperger, Jr., Alton W. Baker, Ruth M. Beard, Frederic Beekman, Margaret D. Blickle, Sheng To Chu, Dora E. Colver, Jackson Cope, W. Arthur Cullman, William R. Davidson, Rudolph Edse, John R. Ervin, Jack O. Evans, Eugene Fekete, C. L. Fredericks, Dora L. Gilmore, Ernest R. Godfrey, Lois M. Hall, George Hardesty, Hershel J. Hausman, William R. Hess, Ruth M. Hoeflin, Jay Jacoby, Walter E. Knotts, Gertrude C. Kuehefuhs, Theron R. McClure, Frank McL. Mallett, Charles L. Mand, Robert B. Miner, Christine Newark, John W. Nichol, Robert A. Oetjen, Mary B. Patton, William Poland, M. L. Pool, Loren S. Putnam, Walter C. Reckless, Carl R. Reese, Arne Slettebak, Norman Staiger, Harry L. Stroebel, Carl J. Wirthwein, James C. Yoeum; **Ohio University**, Robert K. Butner, Edward Hodnett, Neal D. Newby, Jr., James Paton III, Charles L. Smith, Andrew Sterrett; **Ohio Wesleyan University**, James R. Hladky; **Oklahoma Baptist University**, W. Maurice Hurley; **Eastern Oregon College of Education**, Vernon L. Long, Jeanne Scott; **Southern Oregon College of Education**, L. Daniel Bulkley; **Oregon State College**, William B. Back, Richard O. Belkengren, Robert W. Bergstrom, D. E. Bullis, William W. Chilcote, Vernon A. Clarkson, Frances Clinton, Oliver C. Compton, J. Ritchie Cowan, J. Alfred Cox, Graydon T. Crews, Charles H. Dailey, Elvis A. Dickason, Edison E. Easton, Wilson H. Foote, Campbell M. Gilmour, Russell H. Godard, Grayce E. Goertz, Elmer Hansen, Donald W. Hedrick, C. Warren Hovland, Albert S. Hunter, Ida Ingalls, Demetrios G. Jameson, Joe B. Johnson, Robert T. Kendall, Tsao E. King, John H. Kultgen, R. Donald Langmo, Octave Levenspiel, Wirth V. McCoy, Rob S. McCutcheon, Mabel C. Mack, Andrea O. Mackey, Donald J. Martel, Elliot N. Marvell, James E. Oldfield, LeMar F. Remmert, Paul O. Ritcher, Alfred N. Roberts, Lewis F. Roth, Harriet E. Sisson, Marjorie J. Stee, Robert M. Storm, Daniel P. N. Tsao, Edward K. Vaughan, Chih H. Wang, William I. West, Paul H. Weswig, Curtis J. Wilder, Stanley E. Williamson, Robert M. Woodward; **University of Oregon**, Paul J. Deutschmann, Jack E. Fink, David P. Hatch, Charles E. Johnson, George Kostitsky, Shu-Ching Lee, Wayne P. Taysom, L. Mildred Wilson.

Pace College, Paul E. Echandia, Americo J. Foranoce, Alice Lewis, Robert I. Ruback, J. S. Schiff, George A. Shanker, Ralph Ullnick; **Pennsylvania State College**, Hugh H. Chapman, Jr., Richard E. Lee, Mabel M. Nemoto, Marion Tate; **University of Pennsylvania**, Hessel H. Flitter; **Phoenix College**, B. Imogene Farris, Robert Frank; **University of Pittsburgh**, Robert J. Agnew, Anthony Anastasiades, Faustena Blaisdell, Virgil Cantini, Ellen E. Chaffee, Lavonne M. Frey, Lloyd E. Homme, James T. C. Liu, John W. Magill, Charles P. O'Riordan, William C. Seyler, Craig T. Stockdale; **Prairie View Agricultural and Mechanical College**, Aurelia A. Chaney; **Purdue University**, Leonard Gillman, Merwin Moskowitz, Donald Owen, Alan J. Perlis, Leonard Shaewitz. **Queens College (New York)**, Deborah Elkins, Roy T. Rector.

Rensselaer Polytechnic Institute, John T. Horton; **Ripon College**, Basil Busacca, Edwin Comfort, Robert L. Henry, Clyde R. Hoag, Richard W. Morse, Jason L. Saunders, Ralph E. Schwartz, William B. Vasels; **Rollins College**, Wilbur Dorsett, Franklyn A. Johnson, Ainslie B. Minor, Winnie D. Robbins; **Roosevelt College**, Donald P. Scharlock, K. K. Woo; **Russell Sage College**, Edward A. Botan, Wallace Dace, Francis A. J. Ianni, Frances G. Long, Irene R. Wood; **Rutgers University**, James L. Anderson, George R. Bishop, Jr., Herman Y. Carr, Frances L. Estes, Harriett Fjeld, Ernest A. Lynton, Harriet

McDaniel, Jackson Toby, Stephen E. Ulrich; **Rutgers University (College of Pharmacy)**, Maurice Bender, David Frost.

Sacramento State College, C. Edson Caldwell; **St. Lawrence University**, Karl Kiralis, Gilbert E. Moos, Robert D. Wilder; **St. Olaf College**, Esther Gulbrandson, Arthur C. Paulson, Raymond F. Shepherd; **College of St. Thomas**, Donald W. Conway, Philip H. Des Marais; **San Diego State College**, Elizabeth M. Brown, Kramer J. Rohfleisch; **Skidmore College**, Fannie M. DeGroat, M. Van Voorhees Lloyd, Martin Stewart, T. Patricia Wityk; **University of the South**, James L. Bunnell; **University of South Carolina**, L. Gilbert Barre, Thomas M. Stubbs, Elizabeth S. Wolf; **South Dakota State College**, Harold S. Bailey, Donald E. Kratochvil, Dennis Krzyzaniak, Edwin H. Randall, Marion L. Shane, Norval E. Webb, Jr.; **University of South Dakota**, Richard Beatty, Avon M. Dreye, Keatha K. Krueger, Robert M. Martin, Dale Riepe, Tom J. Truss, Jr.; **University of Southern California**, Herman Harvey; **Southern Methodist University**, Ian P. McGreal, Clarence M. Sale; **Southern University and Agricultural and Mechanical College**, Earl W. Rand; **Stanford University**, David Levin; **Stephens College**, Arthur C. Frick; **Stout Institute**, Martha R. Amon, Otto W. Nitz; **Sweet Briar College**, John B. Rust; **Syracuse University**, Margaret H. Boehner, Alfred T. Collette, Charles R. Dibble, James E. Dwyer, Charles G. Fink, Edward C. Fricke, Frank A. Goodnow, Antonin Heythum, Ming-Kuei Hu, Yueh-Ying Hu, Joseph M. Kowalski, Ralph Laidlaw, Laurance J. Longley, Ivan Mestrovic, Norman L. Rice, Beatrice W. Smith, Sylvia S. Wyckoff.

Temple University, Emily J. Sherwood; **University of Tennessee**, Daie M. Bentz, Joseph T. Drake, Homer F. Johnson, Stanley H. Jury, Nell Logan, Ruth C. Ringo, Torsti P. Salo, Aaron J. Sharp, G. W. Tharp, George W. Wieggers, Jr., Bonard S. Wilson, Norman J. Wood; **Agricultural and Mechanical College of Texas**, Jesse B. Coon, Thomas R. E. Goedicke, Claude H. Hall, Herbert A. Luther, Ralph H. Rogers, Henry Ross, Melvin M. Rotsch; **North Texas State College**, Jessie R. Lucke; **Texas Technological College**, Lawrence E. Bowling; **University of Texas**, Eldred W. Hough, Julius Rezler; **University of Toledo**, Wilhelm Eitel, Helen Marley, Max R. Pekarsky, Harold C. Shaffer, Harry W. Zimmermann; **Tufts College**, Daniel W. Marshall, Marjorie L. Pedersen, Howard T. Scott, Jr., George A. Woodsum; **Tulane University of Louisiana**, Donald P. Conwell, Emmanuel Farber, John P. Fox, Albert Miller, Leonard Reissman, Waldo L. Treuting; **Tuskegee Institute**, Lois A. Gaillard.

Union College and University, M. Jerome Bigelow, Walter J. Mathias,

Charles E. Morris, Robert W. Schaefer; **Upsala College**, Edward I. Anfinsen, John B. Dougall, Evelyn S. Kritchevsky, Paul M. Orso, Ammon C. Roth, Jr., Donald A. Sears; **University of Utah**, Bernice R. Moss.

Vassar College, Lynn C. Bartlett, Dwight W. Chapman, Jr., Wendell Jones, Natalie Junemann, Rudolf T. Kempton, Anita M. Lerner, Perrin H. Lowrey, Janet McDonald, Pasqualina Manca, Murray Newman, Abba V. Newton, William L. Spalding, Jr., Ria Stavrides, Elbert Tokay, Vernon Venable, John W. Weymouth, W. Howard Wiggins; **University of Vermont**, William N. Ellis, William T. Fishback; **Villanova College**, Thomas C. Campenella, Walter H. Klein, Laurence C. McGinn, F. De Sales Powell, Charles S. Vogan; **Virginia Polytechnic Institute**, Thomas W. Brockenbrough, Robert E. Richeson, Jr.; **University of Virginia (Mary Washington College)**, L. Clyde Carter, Mildred Cates, Albert G. Duke, Burney L. Parkinson.

Wake Forest College, Walter R. Heilman, Jr.; **Washburn Municipal University**, Nellie Zeman; **Eastern Washington College of Education**, William H. Drummond, Larry A. Snyder; **Wayne University**, Benjamin Epstein, James R. Irwin, Benjamin H. Lyndon, Frederick A. Waterman, Lester M. Wolfson; **Wells College**, Paul W. Bamford, Evelyn Clinton, Lloyd J. Davidson, Vivian Farlowe, Betty L. Fladeland, Sylvia W. Kenney; **University of Western Ontario**, Elfrida Kukainis, Paul Thomas, Shalom Weyl; **Wheaton College (Massachusetts)**, Roberta M. Alford, Otto Reinert; **Whitman College**, Frank W. Neuber, Norman K. Olson, Thurman R. Poston, Jr., Mildred Thompson, Robert L. Whitner; **Municipal University of Wichita**, Jean G. Fyfe, Calvert Krueger; **Wilberforce University**, Karol Marcinkowski; **College of William and Mary**, Edril Lott; **College of William and Mary (Richmond Professional Institute)**, Mary V. Marks, Ithene Sampson; **Wilmington College (Ohio)**, Hugh G. Heiland; **Wisconsin State College (Eau Claire)**, Charlotte B. Hubert; **Wisconsin State College (River Falls)**, Richard A. Cooklock, George R. Gilkey; **University of Wisconsin**, Arno T. Lenz; **University of Wyoming**, Verna J. Hitchcock, Raymond J. Kahl, J. F. Messer, Irene R. Payne, Robert P. Pfeifer.

Yeshiva University, Nathan Goldberg.

Transfers from Junior to Active

Bradley University, Kalman Goldberg; **University of California (Los Angeles)**, George T. Fizzle; **Dartmouth College**, Richard L. Lawton; **Fisk University**, Oswald O. Schrag; **University of Hawaii**, James R. L. Linn; **Hendrix College**, Ralph L. Ruhlen; **University of Idaho**, John V. Foy; **Minnesota State Teachers College (Mankato)**, Virgil J. Wynne; **Purdue University**, Abraham Blum; **San Antonio College**, Henry B. Webb.

Junior

Columbia University, Albert C. Ettinger; **Western Illinois State College**, Richard C. Keeley; **Illinois State Normal University**, John R. Claus; **University of Illinois**, Charles A. Burdick; **Iowa State College**, Helen F. Barbour;

University of Maryland, Harry P. Kroitor; Michigan State College, James N. Jacobs, Thomas M. Weiss; University of Minnesota, Leibert B. Wallerstein; Ohio State University, Richard L. Barlow, Philip H. Ford, Ann L. Hentz, Jean A. Howard, John T. Rickey, Paul E. Ried, Conrad E. Tanzy, Raymond Yeager; Syracuse University, Howard F. Becksfort, Marie Bryan, Kenn Glenn; University of Tennessee, Boyd A. Litzinger, Jr., Barbara Whipple; University of Virginia, Jack L. Mason; Not in Accredited Institutional Connection, Frederick K. Abbott (Ph.D., Columbia University), Huntington, New York; Gordon Da Costa (Graduate work, University of Illinois), Ann Arbor, Michigan; Richard C. Langton (Ph.D., University of Washington), Richland, Washington; Francis Shieh (M.A., Georgetown University), Los Angeles, California; Wladyslaw J. Stankiewicz (Ph.D., University of London), New York, New York; Adele L. Younis (Graduate work, Boston University), Fall River, Massachusetts.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in response to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Chemistry, English, Music: Vacancies in each department. Ph.D. preferred, except in music. Apply to Dean Melvin P. Sikes, Bishop College, Marshall, Texas.

English: Associate or full professorship in tax-supported college in Los Angeles area to develop and teach graduate courses leading to M.A. for secondary teachers. Must be under 44, have at least 8 years of successful collegiate teaching experience since completion of doctorate, and at least 3 years' experience teaching graduate courses in accredited college or university. Publication relevant to professional status desirable, some practical experience in secondary teaching desirable, responsible participation in business and industry valuable, but primary obligation of applicant is to demonstrate outstanding ability as a teacher.

V 1319

Language Arts: Assistant professorship in tax-supported college in Los Angeles area to teach junior level courses combining English and speech skills. Must have at least 2 years of successful collegiate teaching experience since completion of doctorate, preferably in general education courses and programs, or in remedial programs. Ph.D. major in general speech combined with strong English training suggests desirable preparation.

V 1320

Physicist: Must have at least M.A., for position of assistant professor in a North-Central state college; salary about \$4200 for 9 months. Give biography, academic record and experience, references, and photo in first letter.

V 1321

The Israel Institute of Technology, Haifa, Israel, invites applications for vacancies in the following fields: architecture, chemistry, engineering (aeronautical, agricultural, chemical, electrical, hydraulic, mechanical), geology, mathematics, physics; director of the library. Candidates must not only possess high professional and academic qualifications, but also faith in the renaissance of Israel. New staff members expected to learn Hebrew and in due course to teach in it. Inquiries and applications should be addressed to: American Technion Society, 1000 Fifth Avenue, New York 28, New York.

Teachers Available

- Accounting—Management Subjects, or Administrative Position (in liberal arts college with high academic standards, Southern or Midwestern location): Heavy business experience; diversified college teaching experience; A.B., M.A., R.A.; strong personality, alert, alive, aggressive; extensive travels; minimum rank associate professor. A 4480
- Administration: Educational or philanthropic institution, e.g., dean, assistant to president, executive secretary, or a combination of administration with teaching of humanities. Man, mature age, Ph.D. Interested in prospects. A 4585
- Administration, Education, Psychology: Woman, single, B.A., M.A.Ed., some credits toward doctorate. Certified in guidance counseling. 10 years' teaching and counseling experience in Midwestern university, college, and public schools. Member of leading professional organizations. Considerable research in educational practices and counseling. Desire administrative position (Dean of Women) in a Midwestern college or university, or a position teaching courses in elementary as well as secondary education and psychology, or a combination of these. Available September, 1953. A 4481
- Administration, English: Man, 38, veteran, married, 4 children. Harvard Ph.D. 12 years' college teaching experience; 2½ years as assistant dean in liberal arts college. Have taught both English and American literature; special fields: English novel, Victorian literature. Several scholarly articles; 1 book published, 1 in press, under contract for 2 others. A 4482
- Administration, Philosophy: Man, 38, married. Ph.D. 12 years' college teaching, inter-field publications, listed professional associations and biographical directories, travel. Interest in general theory of decisions and the democracy of decisions. Desire opportunity to help build general educational program in teaching and/or administrative capacity. Will consider staff position in higher educational or inter-field organization. A 4483
- American Civilization: Married man, 42. Graduate training in American history, government, and literature at major university. 10 years' experience in field of cultural history. Publications. Administrative experience. Active in professional organizations. Well-known in field. Desire position with college or university inaugurating an American Civilization program on either graduate or undergraduate level, September, 1953. A 4484
- Art: Man, 30, married. B.A.A., M.F.A., California College of Arts and Crafts. Credential, U.C.L.A. 2 years' private and state college teaching experience. Fields: crafts, fine and commercial art. Practical experience. Seeking position in state college, teachers college or university. Available now. A 4485
- Art Education: Man, 40, married, 3 children. Experience 16 years; first grade through college, adult programs, and administration. B.F.A. in Design, Life Teaching Certificate and M.S. in Art and Education. Teaching areas: teacher art education, metalry and jewelry, and design. Member professional groups; holder of local and state offices. Associate professor in Midwestern university; interested in Midwest or West as teacher and administrator. References and photos of own and student work upon request. Available September 1, 1953. A 4486
- Art History: Man, 36, unmarried. B.F.A., A.M., Ph.D. near completion. Wide experience in teaching art history at Eastern and Midwestern universities. In present position 4 years as department head and assistant professor. Publications. Available fall, 1953 or spring, 1954. A 4487
- Art, Philosophy: Comprehensive experience both in the academic and professional field, including stained glass, mural painting, portraits, engraving, industrial illustration and drawing for marine and aircraft production. Teaching experience

includes painting, drawing, history, and appreciation; head of university art department with rank of associate professor for many years. Travel and research abroad; knowledge of several languages; extensive studies in philosophy, literature, classics, etc. Illustrated public lectures. Would like to teach art, or in combination with philosophy. N. T. Greek, etc. Available September.

A 4488

Bacteriology or Pathology: Medical training Italy, France, Mexico, M.D., 1928; Ph.D. in microbiology, University of California; formerly taught clinical pathology in Midwestern medical school; previously Director of Laboratories in various hospitals; in 1951 on assignment with World Health Organization for research survey of yaws in the Far East; presently Director of Laboratories in an American overseas territory; research work in pathology and bacteriology, 61 publications, writing book; Sigma Xi, Fellow Texas Academy of Science, Federation Clinical Research, American Bacteriologists, etc. Desire to return to academic position in either bacteriology or pathology as professor or associate professor.

A 4489

Biological Sciences: Man, 46, 1 child. M.S. Desire teaching and research in small, liberal arts college. 14 years' teaching experience. General biology, vertebrate anatomy, vertebrate embryology, invertebrate biology, entomology. Prefer Southeast. Available September, 1953.

A 4490

Biological Sciences: Woman. Ph.D. in experimental pathology; 10 years' research experience in biochemistry and biology. Post-doctorate training in biophysics. Honorary society, member of scientific societies. Publications. Interested in professorship or chairmanship in biological sciences. Salary secondary consideration. Prefer location in or around Ohio, but will consider other areas.

A 4491

Biological Sciences: Man, 42, married, 1 child. Ph.D. Desire teaching, research, or departmental responsibility. 16 years' teaching experience in bacteriology, parasitology, mycology, public health, histology, or biology. Head of division of microbiology, but will accept a lower rank in a progressive department. Sigma Xi and professional societies; numerous publications. Excellent references. Available June or September, 1953.

A 4492

Biologist: Botany, Bacteriology (General and Medical); strong zoology background. Woman; Ph.D. Sigma Xi; listed in professional biographies. Academic and research experience; publications. Desire liberal arts college (coed, or women's college), or university teaching with some opportunity for teaching advanced courses, or graduate work. Available summer or fall, 1953.

A 4493

Biology (background in Genetics, Botany, Biometry): M.S., Ph.D. nearing completion. Teaching and research experience. Sigma Xi. Man, 27, married. Available fall or winter, 1953.

A 4494

Biology, Zoology, Botany: Man. Ph.D. Desire teaching position in biology, zoology, botany, or any of the specialized branches of biology. Will accept chairmanship of a department. Several years' experience in a first-rate liberal arts college and several years in medical school teaching. Publications. Much interest in the refinement of teaching techniques at college level. Excellent references.

A 4495

Botanist; Plant Physiology; Horticulture: Man, 34, veteran. M.S., Ph.D. 4 years' teaching, research experience in colleges; widely travelled in Europe, Near East, Africa, Central America. Now in Greece on Fulbright grant collecting poisonous and weed plants. Available late summer. Publications in botanical and horticultural journals. Can teach botany, plant physiology, laboratory methods, entomology, economic geography, and horticulture.

A 4496

Business Administration: Man, 33. B.S., M.B.A. Course requirements completed for Ph.D. Business experience. Fields of specialization: marketing, economics and industrial relations. Interested in teaching or research. Available immediately.

A 4497

Business Administration: Woman with 100 graduate hours in mathematics, education, and business administration; desire position in a department of business administration or in a mathematics department teaching statistics, mathematics of finance and accounting, and basic business mathematics. 15 years of college experience. Can furnish excellent references. A 4498

Business Administration: Professor of business administration; seek university professorial or research appointment. Will consider research post in foundation or company. Extensive experience and publications. Available January, 1954. A 4587

Business Administration and Economics (Industrial Management, Industrial Relations, Personnel Management, Economics, Statistics): Man, 31, single. B.S., M.S., and now studying full-time on Ph.D. Member, Phi Kappa Phi, A.E.C., A.A.U.P. Veteran, 1 year's teaching experience, 4 years' industrial and business experience. Foremost interest is in teaching. Available September, 1953. A 4499

Chemist: Man, 41, married. Organic Ph.D., 13 years' college teaching, organic, analytical, general, and industrial chemistry. Former Smith-Mundt grantee. Publications, patents. Now associate professor, urban university. Desire associate or full professorship in institution with good salary scale and retirement plan. Available September, 1953. A 4500

Chemistry (Organic and Physical): Man, 35, family. Ph.D. 5 years' industrial research; 5 years' experience teaching graduate and undergraduate courses and directing research. Publications, patents, honorary societies. Desire teaching position with research facilities and graduate program. Available September, 1953. A 4501

Classics (Greek and Latin languages and literatures; related subjects, e.g., classical mythology; Greek and Latin elements in English; scientific terminology in English of Greek and Latin origin; comparative grammar of Greek and Latin; etc.): Man, 44, married. Ph.D. Assistant professor in classics; teaching experience in large universities. Research work and publications. Desire associate or assistant professorship. Available autumn, 1953. A 4502

Classics (Greek and Latin): Man, 32, married. Expect to complete work for Ph.D. in August, 1953. Experience as instructor in classics in a large Midwestern university. Excellent references. Desire position in well-rated university or college as assistant professor or instructor in classics beginning fall, 1953. A 4503

Economics and Business Administration: Man, 46, family. B.A., M.A. (economics) plus 2 years' additional graduate study; desire teaching or administrative post (or combination) in good liberal arts college. West Coast preferred. Wide business and professional experience, including 5 years' college and university teaching; 6 years' government and private research agencies; 4 years on administrative staff of private nonprofit agency (experience included fund raising). Available June, 1953. A 4504

Economics and Business Law: Man, 37, Ph.D., LL.B. Experienced, effective teacher; publications, especially in the history of economic thought. Available in the fall of 1953. A 4588

Economics (History of Economic Thought, Comparative Economic Systems, Economic Theory, Public Finance, International Trade, American Contributions to Economic Thought): Man, 31, married, 1 child. M.A. (expect to complete Ph.D. at University of Colorado, August, 1953); 6 years' university teaching experience; desire position in department that encourages fundamental research in political economy; also interested in integrated, broad-field social science courses; available September, 1953. A 4505

Education: Ph.D., University of California. 3 years' college experience. Have taught history and philosophy of education, introductory course, and educa-

tional psychology. Also 2 years' experience in secondary mathematics. Member Philosophy of Education Society, Phi Delta Kappa, N.E.A., A.A.U.P. Age 27, married, 1 child. Available June, 1953. Irwin Widen, 1451 Winnemac Avenue, Chicago 40, Illinois.

Electrical-Agricultural Engineering, Applied Physics, Soils: Man, 43, married, 4 children, Lutheran. B.Sc., M.Sc., Ag.E., Ph.D. thesis written, "Rural Electrical Transmission and Distribution Loop Services," Iowa State College. Licensed to practice professional engineering (Oregon, 1939; Washington, 1946). 6 years' university teaching, 6 years in industries, and 10 years' accredited U.S. Civil Service experience, GS-11 rating, E.E.Phy. Sc. Adm. Publications. *Who's Who in the West, Who's Who on the Pacific Coast, Who Knows—and What*, Tau Beta Pi, Alpha Kappa Lambda, A.A.U.P., A.A.A.S., A.A.E., A.S.E.E., A.I.E.E. Desire connection as professor, department head, dean of engineering, salary about \$6000. A 4506

English: Man, 27, family, veteran. M.A., University of Missouri. Ph.D. in summer, 1954. Specialities: Renaissance and 17th Century. Articles to be published; paper to be read in fall. Teaching experience: 2 years part-time, 1 year full-time; freshman composition at 3 different schools; biography and autobiography; Great Books; English to foreigners. Member 3 professional societies. Available September, 1953. A 4507

English: Man, 36, family. Ph.D., Chicago. 7 years' experience (2 years as department head in college registering 600-800 students). English drama and poetry, medieval to modern, 19th Century, have participated successfully in interdepartmental courses and seminars; history and foreign language background. Publications. A 4508

English: Man, 30, family. Veteran. M.A., Columbia. Ph.D. under way. Three instructorships in a college and a university. Taught American literature, literary criticism, rhetoric, World Drama, survey, composition, creative writing. Available September, 1953. A 4509

English: Man, 30, single. A.B., Litt.M., University of Pittsburgh; substantial doctoral work completed. 3 years' plus two summers' college teaching; 1 year as critic teacher in Secondary English in campus training school; 3 years' public school teaching. Major fields: American and English literature. College courses taught: Shakespeare, American Literature Survey, English Literature Survey, Introduction to Prose Fiction, and Composition. Greatly interested in Shakespeare as Living Theatre. Organized and taught special audio-visual Shakespeare course for educational majors. Broad cultural background: theatre, music, fine arts, travel. Primary interest in effective teaching. Excellent references. A 4510

English, Comparative, and Russian: Man, 35, single. Ph.D., Eastern university. 6 years' university teaching experience; 2 years' lecturing with U.S. Army Information-Education Service. Fields: American literature, comparative 19th Century novel, modern criticism, Russian novel, creative writing. Experience in editing. Publications: criticism and fiction. At present studying at the University of Paris. Available September, 1954. A 4511

English: Man, 35, married, 1 child. B.S.Sc.; Ph.D., English, leading Eastern University. 10 years' teaching experience. Talents wasted and unused in a second-rate college. Publications in 18th Century English literature and modern American literature. Evidences of creative work. Available anytime for the right job. A 4512

English: Man, 31, married, 1 child. M.A. Expect Ph.D. in June, 1953. 6 years' teaching experience. Special interest: American literature. Courses taught: freshman English; sophomore English survey; advanced exposition (juniors); creative writing (juniors, seniors, and graduate); "depth" reading of imaginative literature (sophomores and juniors). Available fall, 1953. A 4513

- English: Man, 30, married, 3 children. M.A., American Studies, University of Minnesota; Ph.D. dissertation to be completed by fall, 1953. B.A., English, Antioch. 4 years' college teaching experience. Special interests: American literature, American civilization. Courses taught: survey English literature; American life; short story; contemporary poetry; freshman English. A 4514
- English (and/or Speech and Drama): Man, 31, married. M.A., University of Pennsylvania. 2 years' college teaching experience. Special interest: American literature. Courses taught: composition, General Literature, World Literature, Romantic Movement. Considerable practical experience in speech and drama. Acted and directed in professional and nonprofessional groups, off-Broadway little theatre. Presently teaching English at language school. Available summer or fall, 1953. A 4515
- Fine Art: B.A., M.A., credit toward Ph.D., Art Students League of New York. 3 years' college teaching experience, including drawing and painting, essentials of art, related art in a home economics program, creative art workshops. Previous experience in organizing community adult education programs. Interested in a pioneering position in an Eastern college or university. Available September, 1953. A 4516
- French: Young French woman, Sorbonne graduate, 7 years' teaching experience in public school and university in England, anxious to come to the States and do some research work, looks for a teaching or lecturing post in French, September, 1953; New England preferred but not exclusive. Write to Miss Catherine Haguët, 31 rue Jean Lavaud, Fontenay-aux-Roses (Seine), France.
- French: Man, 43, married, 1 son; Phi Beta Kappa. Ph.D., Romance Languages and Literatures, University of North Carolina. Prefer liberal arts college or university in East or Midwest. Have spoken French since childhood, also speak Spanish and Italian; thorough training in Latin. Long experience teaching French and Spanish; also extensive publication with book completed and accepted. Foreign travel. Interests: French philology and literature. Available summer or fall, 1953. A 4517
- French: Married man, 35. D.Lit. (Lille). Long experience in teaching of French language, civilization, and literature. Specialist of Romance languages and tuition to English and/or American speaking persons. Post required in American college or university. Conference interpreter in London, U.K., with international organization. Bilingual French-English. Available September, 1953. A 4518
- French: Man, 31, American, veteran, married, no children, Protestant. B.A., M.A., Ph.D. in progress, University of Chicago; 1 year of study at the Sorbonne as Fulbright Scholar. 2 years' teaching experience, college and university. Foreign residence and travel. Excellent recommendations. Interests: 18th and 19th Centuries. Can also teach German. Experience in language clubs. Seek position as instructor. Available fall, 1953. A 4519
- French: 45, married, 2 children. A.B., University of California, Berkeley. M.A., University of California, Los Angeles. While in the Service, Liaison Officer, interpreter and translator (1945). *Docteur-ès-Lettres*, Sorbonne, 1952. Qualified to teach also Spanish, Portuguese, and Slavic. Three books on French literature being published. Extensive foreign travel (1942-1952). Will teach any epoch, including a thorough study and analysis of the Contemporary literary movement in France (1875-1952). Will likewise offer courses in French language, conversation, and phonetics. Available summer or fall session. A 4520
- French, English, Latin, German, Spanish: Man, single, 37. M.A. in French, plus 1 year advanced study. Intention to acquire Ph.D. in Romance Language. 6 years' teaching experience, mostly with large state universities. Instructor rating. 2 years plus in Europe. College level teaching experience includes French, English grammar and composition, history. Capable of teaching beginning course in Latin, German, and Spanish. Available immediately. A 4586

- French, German: Man, 32, veteran, married, 2 children. A.M., University of Michigan, Certificat D'Etudes, University of Paris (Sorbonne). Interpreter U.S. Military Intelligence and War Crimes Commission, Munich. Foreign residence and travel in France, Germany, etc. 11 years' successful teaching college and university level, adult education. Excellent references. Now teaching French, junior college. Prefer Western location. Available September, 1953. A 4521
- French, Russian: Man, 30, single. M.A. in Slavonic Studies, Columbia. Matriculated candidate for Ph.D. in French, Columbia (3 years' graduate study in all). Interests: French language and literature; Russian language, literature, and history. New England prep school and university teaching experience. European travel. Can also teach Spanish and Italian. Available after June, 1953. A 4522
- French, Russian, Linguistics: Man, 28, veteran, married. Ph.D. in Romance and Slavic linguistics; residence and study (literature) in France. 4 years' experience teaching French and Russian in outstanding colleges. Available June, 1953. A 4523
- French, Spanish: Man, 35, American, married, 2 children. A.B.; Bachelor of Foreign Trade, Licence (équivalent). Doctorat de l'Université de Paris (mention très honorable). 7 years' junior college and high-school experience in languages, adult education. Available summer or fall. A 4524
- French, Spanish, German: Man, middle-aged, single. A.B., M.A. from Mid-western universities. About 50 hours above M.A. Studied in European universities. Extensive travelling. 23 years' teaching experience; 11 years' high school, 12 years' college, covering French, Spanish, German, Latin, English, economic geography, European history, history of England. Ohio and Michigan teaching certificates. Minors in Greek, science. *Who's Who in South and South-West*. References and original records available. Present rank, Associate. A 4525
- Geography: Man, 32, married. Ph.D., University of California, Los Angeles; B.S., M.S., University of Wisconsin; Sigma Xi, Pi Gamma Mu, Phi Delta Kappa; several publications; 6 years of college level teaching experience; presently employed in federal defense agency; desire college or university position; available after May, 1953. A 4526
- German (all levels, Scientific German, German Literature and Philosophy): Man, married, Ph.D. Desire advancement. A 4527
- German, French, Latin: Man, Ph.D. Qualified also to teach philosophy; publications; European travels; very experienced. Available for summer or fall, or special agreement. A 4528
- German, French, Spanish: Man, Ph.D., European-born, naturalized American citizen. Thorough preparation in Latin and Romance languages. Very experienced; available. A 4529
- German Language and Literature: Man, 36, veteran, married, 3 children. A.M., Harvard. At present working on Ph.D. dissertation at University of Pennsylvania, all other requirements for degree completed except final examination. 5 years' teaching experience in university; courses taught cover first, second, third year language. Could also teach French, Spanish, Russian (elementary). 4 years' military experience in language work and in theater headquarters intelligence research. Desire permanent position, preferably in small liberal arts college. Available now. A 4530
- German Language and Literature, General Education (courses in the Humanities and Natural Sciences): Man in middle years. Wisconsin Ph.D. Wide experience in Eastern and Southern colleges and universities. Special student, Harvard 1952-1953. Seek position as associate professor. Publications. Excellent references. A 4531

- Germanics:** Language and Literature, History: Man, 32. Ph.D., Zürich, 1949; experienced teaching in European gymnasias and at University of Kansas and Hollins College, Virginia, under the exchange program of Institute of International Education; presently instructor, Zürich; excellent references; immigration visa, "first papers," re-entry permit; available for American employment, September, 1953. A 4532
- History:** Man, 36. Ph.D. Residence American University. 11 years' teaching in private schools and colleges. Assistant dean. 15 months' historical interpretation and public contact work with historical division of National Park Service. Special interest, American studies. Small family. E. T. Crowson, 320 South Virginia Avenue, Falls Church, Virginia.
- Hygiene and Medicine:** Man, married, no children. M.D., Ph.D., assistant professor in hygiene. Full training in medicine; research and teaching hygiene. Author of many publications and of methods accepted in vitaminology, bioclimatology, biochemistry and biophysics. Have worked in well-known university for 13 years; at present head of laboratory with permanent tenure. High credentials and excellent references. Desire position in teaching or research. A 4533
- Industrial Arts, Art Education:** Man, 35, married. 5 years of college teaching, also elementary and secondary experience, supervision of student teachers, extension workshops. Particular interest in crafts and elementary school activities for teachers. D.Ed. expected summer, 1953. A 4534
- International Relations, Russian Studies:** Man, 28, single, veteran. Desire teaching and/or research position. A.B. with Honors in political science, University of Pennsylvania; A.M., Certificate, Russian Institute, Columbia University. All requirements for Ph.D. completed except dissertation, now in progress. International politics, organization, and law; area specialist U.S.S.R.; Russian history and language; history and politics of Eastern Europe; U.S. foreign policy; political theory; American government. 2 years' teaching assistant in large municipal college. Publication. Broad work experience. Travel in Europe. Available September, 1953. A 4535
- Librarian:** Single woman, A.B., B.S. in Library Science, high honors (Illinois); desire position as administrative librarian, associate to director, or director in social sciences or education. Successful experience in library administration, library science teaching, audio-visual aids, publicity through exhibits, radio, press. Publications in professional journals; officer national professional association; experience in regional bibliographical committee and editorial work for national association; consultant, President's Advisory Committee on Education, American Library Association (national conference), Educational Policies Commission of N.E.A. and A.A.S.A. Elected recording secretary of two state divisions, A.A.U.W. Studying for Master's in history, with part-time library work. Available September. A 4536
- Librarian, Head:** Man; graduate library school and M.A. degree, some Ph.D. work; experienced head of active college library, now employed; knowledge of building planning, audio-visual services, library instruction; desire position as head librarian of outstanding liberal arts college or university; \$6000. A 4537
- Library Administration and Language Teaching:** Returned Foreign Service Officer, still with State Department educational exchange program, wishes to combine administration of library with teaching in medium-sized college in West or Northwest U.S.—not Southwest. Ph.D. in Comparative Philology; experience as head librarian and teaching French, German, and Scandinavian languages; age 46; family. A 4538
- Mathematics:** Man, 44. Ph.D., Phi Beta Kappa, author. Would prefer departmental headship in liberal arts college with good standards. Excellent references, wide interests. A 4539

- Mathematics: Man, 42, married. A.B., B.S., M.A.; 54 semester hours graduate math; 20 years' teaching experience, all levels. Member A.A.U.P., American Mathematics Society, Pi Mu Epsilon Honorary Math Society. Available immediately. Professor W. A. Catenaro, 851 Crescent Avenue, Covington, Kentucky.
- Mathematics: Man, 36, family. Ph.D., associate professor of mathematics, 7 years' teaching experience, graduate and undergraduate, Phi Beta Kappa, Sigma Xi. Available fall, 1953. A 4540
- Mathematics: Man, 34, B.A., M.S., Ph.D. Assistant professor of mathematics with 5 years' teaching experience in institute of technology, currently teaching graduate level engineering mathematics. Available summer, 1953. A 4541
- Music: Woman, 36, unmarried. Diploma, piano, Institute of Musical Art, 1941. B.S., Juilliard School of Music, 1947. M.M., University of Southern California, 1951. Living in Europe 1951-1953 studying music teaching of Europe's leading pedagogues. 5 years' college teaching experience in the States; 20 years' private teaching and 3 years' organist-choir-director of several churches. Piano, piano pedagogy, theory, counterpoint, music history and literature, choral directing. Available fall, 1953. A 4542
- Music, Administration, Audio-Visual: Man, 36, married, 1 child. B.M.E., M.M., L.G.S.M., Ed.D. Teaching experience: 3 years' elementary and secondary levels, 4 years' college level, 2½ years' graduate assistant. Principal fields: music education materials and methods, brass and percussion instruments, direction of studies and theses, instrumental ensembles, conducting. Member A.A.U.P., Pi Kappa Lambda, Phi Mu Alpha, M.E.N.C., C.B.D.N.A. Available summer or fall, 1953. A 4543
- Music: Man, married. A.B.; post-graduate study in Europe and America. 13 years of university teaching. Courses: theory, counterpoint, composition. Composer: three symphonies, etc. Guggenheim Fellow, Pulitzer Prize. 4 years' conducting major symphony. Listed in *Who's Who* and *Who's Who in Music*. Available September, 1953. A 4544
- Music (Band, Woodwinds, Marching Band, R.O.T.C. Band; experience in Orchestra and Vocal also): Veteran. Majors in Music Ed., Education; Minors in English, German. 6 years' experience in public schools and college. B.A., with M.A. from University of Iowa; additional graduate study, University of Colorado. Married, no children. Available fall, 1953. A 4545
- Philosophy: M.A., University of Oxford, England; 16 years' successful experience in both undergraduate and graduate teaching in England and in U. S. A. Desire appointments for summer, 1954 and for academic year 1954-1955. A 4546
- Philosophy: Man, 43, married, large family. Ph.D. 10 years' experience at undergraduate and graduate levels; concentration upon graduate teaching and direction of dissertations; specialty: metaphysics. References from eminent philosophers. 3 books; articles published here and abroad. Preferred location: Northeastern U. S., but other areas not excluded. Available summer or fall, 1954. A 4547
- Philosophy: Man, 29, married, 1 child. A.B., Middlebury College (psychology major); M.A., Ph.D., University of Pennsylvania. Additional study in Europe. 3 years' teaching experience. Have taught ancient, medieval, logic, ethics, social philosophy, and philosophy of social science. Special fields: ethics, value theory, methodology of social sciences. Member A.A.U.P., A.P.A. References available. Completing 4 years relief and student work with Quakers (A.F.S.C.) in China and Germany. Available summer or fall, 1953. A 4548
- Philosophy (History of Ideas, History of Thought): Man, 41, B.S. (Haverford); B.D.; Ph.D. (Edinburgh). 4 years' experience as head of department; 4 books already published; available now for teaching in liberal arts college, preferably Eastern. Phi Beta Kappa; Marburg, Heidelberg background. Member A.P.A. and other professional organizations. Wide interests. Married, 1 child. A 4549

- Philosophy, Social Thought: Man, 33. B.S., Northwestern. M.A., University of Southern California, with minor in religion. Ph.D., August, 1953, University of North Carolina, with minor in anthropology-sociology. Two full years of university teaching experience includes: logic, ethics, history, introduction, social philosophy, philosophy of religion. Can also teach Greek philosophy, American philosophy, humanities, philosophy of science, advanced logic, and introductory courses in anthropology, comparative religion, and sociology. Major fields: social philosophy and ethics. Research in progress on concept of freedom. Thesis on technical problem in logico-epistemology. Wide interests include poetry, music, architecture, and good teaching. Married, 2 children. Excellent references. A 4550
- Philosophy: Man, 39, single, Ph.D., Yale. 7 years' teaching experience in liberal arts college. Taught esthetics, history of philosophy, introduction, social and political philosophy, logic, ethics. Major interest: esthetics. Can also teach drama courses. Experience directing college and little theatre productions. Wide interests. Minimum rank: assistant professor. Available fall, 1953. A 4551
- Philosophy (Greek Philosophy, Social Philosophy and Psychology, Educational Philosophy, Social Ethics, other courses on agreement; also German, all levels): Naturalized American citizen; Ph.D. of Germany; experienced teacher; available. A 4552
- Physical Education or General Education: Man, 32, married, 1 child. Ed.D. 7 years' college experience in both areas; national and professional organizations. Some publications. Excellent references and credentials available. Available immediately. A 4553
- Physician: Woman. A.B., B.S., M.D. class A medical school; available for student health position in a college or university. A 4554
- Physics: Man, 40, married, 2 children. 11 years' university physics, physical science, electronics teaching; 3 years' industrial electronics. Ph.D. thesis to complete, residence satisfied. A 4555
- Political Science: Man, 30, married, 1 child. M.A., Chicago; Ph.D. requirements completed at Chicago, except for thesis in process. College teaching experience. Completing second tour of active duty in U. S. Navy. Available September, 1953. A 4556
- Political Science: Man, 39, married. Ph.D. Several years' university teaching. Also trained in journalism; 4 years' feature writing job, free-lance news and magazine writing, extensive travel; variety of publications. 4 years' military service, including overseas army G-3 staff and military government work. Fields: theory, American government, comparative government, international relations, state, and local. References. A 4557
- Political Science: Man, 30, married, 2 children. M.A., Ph.D., Yale University, International Relations. Phi Beta Kappa. At present assistant professor in good small Eastern college. 5 years' teaching experience. Courses: international relations and law, American foreign policy, Far East, comparative government. Seek new connection with stress in international relations—teaching or research. Excellent references. A 4558
- Political Science: Ph.D., Fordham University. Experience as head of Lycée. 2 books published, 1 has been submitted for publication, many scholarly articles; widely travelled; speak Russian, Polish, and other languages fluently. Principal fields: Soviet government, party and constitutional law; comparative government; international law and organizations. Available fall, 1953. A 4559
- Political Science: 2 1/2 years' hard practical experience in Washington guarantees your student body stimulating courses in American politics, public administration, American foreign policy, and Far Eastern governments and politics. Also qualified to handle political theory and general courses in social sciences. Intel-

ligence experience with U. S. Department of State; M.A., Political Economy; B.A., Social Science area. Male, 28, married, 2 children, World War II veteran. Available fall, 1953. A 4560

Political Science: Man, 27, married, 1 child, veteran. B.A., M.A., work toward Ph.D. 3½ years' college teaching experience at medium size Pennsylvania university. Now engaged in research in local government. Principal fields: American government—national, state, and local; international relations, organization and law, and public administration. Available summer or fall, 1953. A 4561

Political Science, History: Man, 42, married, 3 children. Ph.D. Several years department head in college, plus varied university teaching. Broad experience in teaching, writing, and government service—administrative and legislative. One book published; 1 in process; numerous articles in field of American government. Specialized in state and local government and public administration. Listed in *Who Knows—And What, Who's Who in the Central States, Leaders in Education, Who's Who in American Education*, etc. Salary \$4500 or more. A 4562

Political Science or History: Far East and Pacific affairs, with Latin America secondary field; government service; widely travelled; publications. A 4563

Political Science, International Law and Relations: Man, 27, married, 1 child. A.B., political science; M.A., international law and relations (Columbia University); Ph.D. (Columbia University) requirements completed except dissertation; also law school training. Veteran. Two trips to Europe. Have taught wide variety of political science courses and American history in small liberal arts college. Available summer or fall, 1953. A 4564

Political Science, International Relations: Man, 34, married, 1 child. 3 years' experience on college and university level, including 1 year in the Netherlands. Preparation and experience include: international relations, law, and organization; public law; political theory; public administration; comparative governments. Minor: history—American, diplomatic, and modern European. Adviser to International Relations Club. 5 years of high-school teaching. Presently research fellow; dissertation to be completed by end of summer, 1953. Available fall, 1953. A 4565

Psychologist: Experienced professor with a thorough knowledge of subject matter and its application in various areas; especially well qualified as a clinical psychologist and director of counseling and guidance procedures. Ph.D. from leading university. A 4566

Psychology: Man, 33, single. Ph.D., University of Michigan, 1951. Teaching, research, and clinical experience. Interested in child development and in race relations. Publications on teaching methods and on personality theory. A 4567

Psychology: Man, married, B.A., M.A., Ph.D. Over 15 years' successful teaching experience; major interests in Clinical, Dynamic, Industrial, Abnormal Psychology, Personality Development, Counseling. Taught also with success courses in Child, Adolescent, Applied, Experimental, Social Psychology. Successful practice in clinical psychology and counseling. Past 10 years, working closely with psychiatrists. Consultant for private and state mental hospitals. Administrative experience. Qualified for university or private clinic. Unusual record of applying psychology to student problems, clinical situations, and testing and counseling projects in business and industry. References. Available for interviews. Member of 5 professional associations, 3 in psychology. F. P. Buller, 705 South Runnymede Avenue, Evansville, Indiana. A 4568

Psychology and Education: Man, Ph.D., available for general, social, differential, applied, abnormal psychology and related fields (mental hygiene). Educational classics, philosophy of education, comparative education of Europe. A 4568

Psychology, General: Approximately 10 years' teaching experience college level. Assistant professor small college for 5 years, teaching 2-year major in general

- psychology. 2 years' actual clinical experience in large city. Vocational and Educational Guidance Officer, U. S. Army 2½ years. Certificate, Psychological Examiner, State of Pennsylvania. Teaching tends to stress the physiological approach. Research in perception (visual) and mental set. M.A., University of Pennsylvania; Ph.B., Georgetown University. Male, white, 44 years old, married, 2 small girls. Interested in teaching, guidance, and psychological research. Tenure more important than salary. Will travel. A 4569
- Psychology (Social, Abnormal, Mental Hygiene, Criminology): Man, Ph.D., publications. Want opportunity. A 4570
- Public Relations: Mature man, 48, seeks opportunity as director of development, college or university; trained in higher education at Harvard; academic, newspaper, and other kinds of experience; geographical location unimportant; available fall, 1953. A 4571
- Secretarial Science (C.P.A. Accounting and Strong Business Education Background): Woman, 31, single; B.S., Secretarial Science and Business Administration; M.B.A., Accounting and Business Education; 6 years' chief accountant and confidential secretary in medium-sized manufacturing concern; 2 years' college teaching and vocational and personal counseling; desire permanent teaching position (would welcome part-time counseling); available fall, 1953. A 4572
- Social Ethics, Sociology: Man, Ph.D., knowledge of German, Greek, some work in philosophy of religion, A.A.U.P., N.A.B.I., A.S.S., experienced, want prospects. A 4573
- Social Psychologist: Ph.D., desire academic teaching or research position. Available immediately. A 4574
- Sociology: Man, 42, married, 1 child. Ph.D. Fields: community, marriage and family, intergroup relations, religion, social welfare. Experience: 5 years' university teaching sociology and social work; 5 years' case work, community organization, intergroup relations. Member A.A.U.P., A.S.S., A.S.C.O., N.C.F.R., S.W.R.G. Available September, 1953. A 4575
- Sociology: M.A., sociology, Duke University, 1944; all work completed toward Ph.D. but dissertation at University of Maryland; 5 years' college teaching experience; 2 years as parole officer, U. S. Bureau of Prisons; age 32; specialty, criminology. A 4576
- Sociology and/or Psychology (Social Research, Marriage and the Family, Social Psychology, Developmental Psychology, and Mental Hygiene): Desire teaching position with opportunities for research and counseling. B.A., M.A., Ph.D. course work and residency completed. Man, 25, married. Alpha Kappa Delta, Psi Chi, A.S.S., A.P.A., N.C.F.R., A.A.U.P. Extensive research experience. Navy veteran. Coach basketball, track, and tennis. Also teach painting and drawing. 11 articles published. Excellent references. Available summer or fall, 1953. R. M. Frumkin, 1674 North High Street, Columbus 10, Ohio.
- Sociology and Social Work: Woman, 45, single. M.A.; course work toward Ph.D. Fields: social insurance programs, social work laws, social psychology, case work, community organization, rural sociology. Experience: Director of Special Surveys, a State welfare department (planning community studies, interviewing, tabulating, analysis of data); 5 years' teaching preprofessional social work courses, college level; 2 years' teaching social work courses in university accredited for undergraduate social work training, and supervision of field work services for students. Available fall, 1953. A 4577
- Spanish: Woman, 7 years' university experience. A.B., University of California; M.A., Stanford University; Doctora en Literatura, Universidad de San Marcos, Lima, Peru. Have excellent field for research and publication established in Peru. A 4578
- Spanish, French, German, Latin: Woman, 57, widowed. Ph.D. in Romance

Languages and Literatures, University of Hamburg, Germany. Speak Spanish French, and German. Foreign travel. Available for summer or fall, 1953.

A 4579

Spanish, French, Portuguese: Woman, 50, born in a Spanish-speaking country. B.A. and M.A. in Romance Languages from an American university. Extensive travels, Latin-America, France, Spain. Desire an instructorship to teach languages or Spanish and Latin-American literature and civilization. Interested in work of directress of a Spanish students house.

A 4580

Spanish and Italian: Man, 59, married. Litt.D. and M.A., Loyola University, New Orleans; now teaching in a South American university. Special field: Spanish and Spanish-American literatures and language; second field, Italian, French, and Romance literatures; magazine writer and author of several books in Spanish, Italian, and English; experience of 30 years in the U. S. and abroad. Desire a teaching position for one or two years in an American college. Can furnish excellent recommendations. Available in August or September in Washington, D. C.

A 4581

Spanish and Portuguese: Man, 60, Spanish-American. Licenciante of Law, University of Mexico; Ph.D., Madrid University. Lecturer, writer, contributor to Latin-American magazines. Many publications. Specialist in Latin-American (language, literature, civilization, law, customs, economics, etc.). Very interested also in modern Spanish literature. Presently associate professor. Desire a position in an Eastern or Southern institution; preferable for a division of Latin-American studies.

A 4582

Theatre, Dance, TV: Woman. M.F.A., Ph.D., Yale. 6 years' teaching experience; 2-year fellowship. Special field: Dance history, dance notation, all types of dance in practice, on graduate and undergraduate levels. Interested in correlating theatre, music, art, dance, and folklore. Book accepted, chapters, monographs, and articles published. Foreign study and professional experience. References at Yale University, Graduate School, Placement Bureau. Available September, 1953.

A 4583

Veterinary Medicine and/or Pharmacology: Man, 30; B.S. (Biology); D.V.M. Experience: teaching, research, pharmaco-dynamic, small animal.

A 4584

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